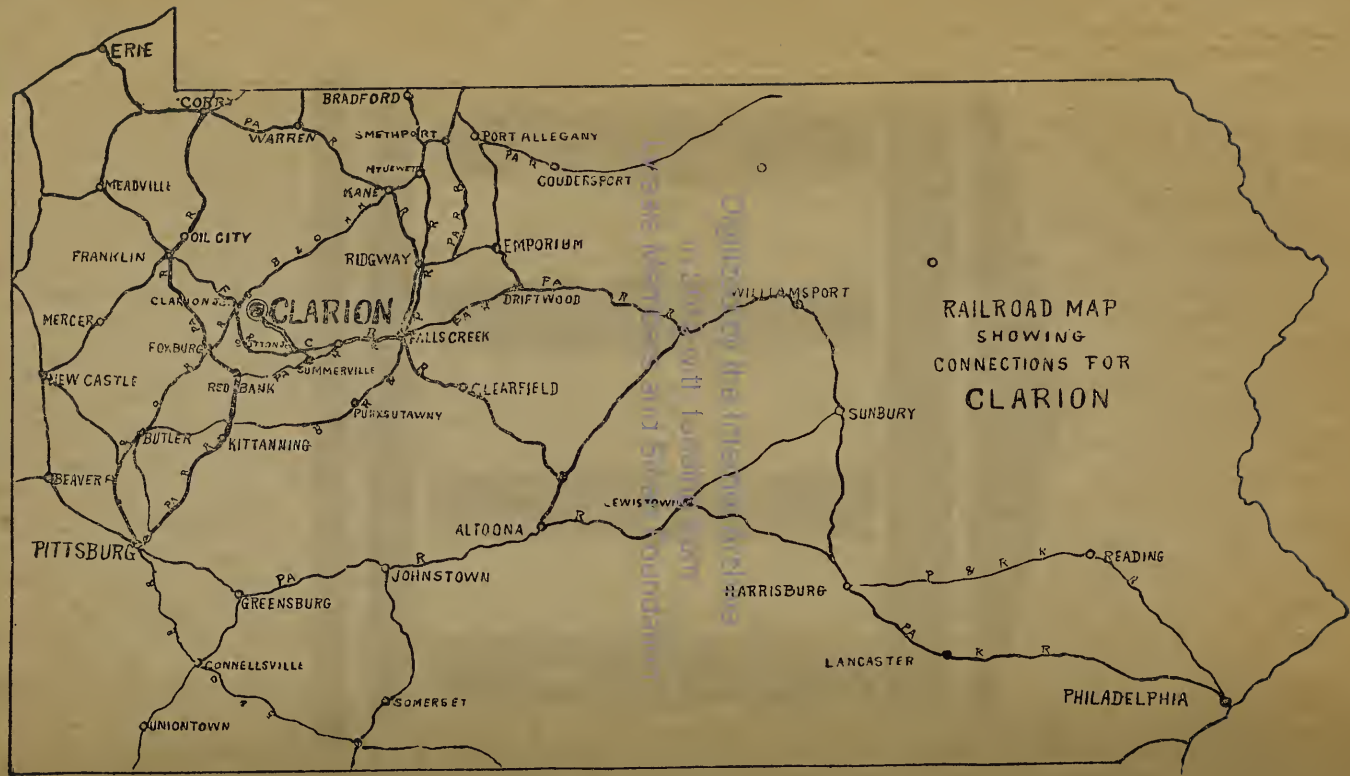
THIRTY-THIRD ANNUAL CATALOG

THE CLARION
State Normal School

1920

CLARION, PENNSYLVANIA


RAILROAD MAP
SHOWING
CONNECTIONS FOR
CLARION
ERIE
CORRY
BRADFORD
WARREN
SMETHPORT
PORT ALLEGANY
COUDERSPORT
MEADVILLE
MANE
OIL CITY
FRANKLIN
RIDGWAY
EMPORIUM
CLARION
CLARION JCT.
DRIFTWOOD
WILLIAMSPORT
MERCER
FOXBURG
SUTTON JCT.
FALLS CREEK
SUMMERVILLE
NEW CASTLE
RED BANK
CLEARFIELD
PUNXSUTAWNY
SUNBURY
BUTLER
KITTANNING
BEAVER FALLS
LEWISTOWN
ALTOONA
PITTSBURG
JOHNSTOWN
READING
HARRISBURG
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THE CLARION

(CATALOG NUMBER)

VOL. IX JUNE, 1920 NO. 1

Thirty-third Annual Catalog

Clarion State Normal School

CLARION, PENNSYLVANIA

13th District—Clarion, Forest, Jefferson, McKean
and Warren Counties

CATALOG 1919-1920
PROSPECTUS 1920-1921

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of the
CLARION STATE NORMAL SCHOOL
CLARION, PENNA.
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DEPARTMENT OF PUBLIC INSTRUCTION

STATE BOARD OF EDUCATION

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Hon. Marcus Aaron, Pittsburgh, Pa.	July 1, 1922
John P. Garber, Ph.D., Philadelphia, Pa.	July 1, 1920
Hon. William Lauder, Riddlesburg, Pa.	July 1, 1923
Supt. L. E. McGinnes, Steelton, Pa.	Legislative Session, 1919
Supt. Robert C. Shaw, Greensburg, Pa.	Legislative Session, 1919
Hon. E. S. Templeton, Greenville, Pa.	Legislative Session, 1919

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Term of Office Expires in 1921

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FACULTY, 1919-1920

Clyde Chapman Green, A.M., Principal

Education

EDUCATION: Public Schools, Armstrong County and Pittsburgh; Slippery Rock State Normal School; Grove City College; Columbia University.

EXPERIENCE: Rural Schools, Armstrong and Butler Counties; Grammar School, Kittanning; Principal of Schools, Irwin, Pa.; Superintendent, New Brighton, Pa.; Superintendent, Beaver Falls, Pa.; Lecturer on Education, Grove City College; present position, 1918——.

John Ballentine, A.B., A.M., Ph.D., Vice Principal

Latin

EDUCATION: Bucknell Academy; A.B., Bucknell University, 1872; A.M., 1875, Ph.D., 1892.

EXPERIENCE: High School, East Smithfield, Pa., 1872-73; Keystone Academy, Factoryville, Pa., 1873-81; Colgate Academy, Hamilton, N. Y., 1882-87; present position, 1887——.

Josephine McIntire, Dean of Women

Arts

EDUCATION: High School, Texarkana, Arkansas; Teachers' College, Miami University; Summer School, Miami University.

EXPERIENCE: Primary Grades, East Liverpool, Ohio; Home Economics, East Liverpool, Ohio, Beaver Falls, Pa., and Niles, Ohio; present position, 1919——.

John W. F. Wilkinson, A.B., A.M.

Mathematics

EDUCATION: Public Schools, New Jersey; Bacon Academy, Woodstown, N. J.; A.B., Princeton University, 1893; A.M., 1896; four years, Summer School.

EXPERIENCE: Grammar and High Schools, New Jersey; Principal, Arms Academy, Shelburne Falls, Mass.; Headmaster Grammar Grades, Adelphi Academy, Brooklyn; Mathematics, West Chester State Normal School; Superintendent, New Brighton, Pa.; present position, 1898-1902 and 1904——.

Willis Yardley Welch, Sc.M., A.M.

Science

EDUCATION: Public Schools, New York State; Starkey Seminary, Eddytown, N. Y.; Union Christian College, Merom, Ind.; Rochester Athenaeum and Mechanics Institute, Rochester, N. Y.; State Normal School, Oswego, N. Y.; Cornell University; University of Wisconsin.

EXPERIENCE: Rural Schools, New York, Indiana and Illinois, ten years; Principal Secondary Schools, New York and Illinois, six years; Methods and Nature Study, Oswego State Normal School, one year; present position, 1899——.

Chapel

Lida May Carpenter

English

EDUCATION: Horseheads High School, N. Y.; Mansfield State Normal School; Cumnock School of Oratory, Northwestern University, Evanston, Ill.

EXPERIENCE: Rural Schools, Potter County; Graded Schools, Harrison Valley, Pa.; High School, Knoxville, Pa.; Elocution and Physical Training, Redfield College, Redfield, S. D.; Principal High School, Morristown, S. D.; Supervisor of Reading, Harrison Township High School, Harrison Valley, Pa.; present position, 1915——.

J. Seth Grove, A.B.

Mathematics and Athletics

EDUCATION: Cumberland Valley State Normal School, 1910; A.B., Ursinus College, 1917.

EXPERIENCE: Public School, 1910-11; Principal, Liberty Central High School, Saxton, Pa., 1911-13; present position, 1917——.

Bertha Virginia Nair, A.B., A.M.

English

EDUCATION: Beaver Falls High School; A.B., Westminster College; A.M., University of Pittsburgh.

EXPERIENCE: Hickory Township High School, Mercer County; Assistant Principal, New Wilmington High School; Latin, University of Pittsburgh; Latin, Knoxville High School, Pittsburgh; present position, 1918——.

Hannah A. Parks, A.B.

Modern Languages

EDUCATION: Beaver Falls High School; A.B., Beaver College.

EXPERIENCE: Rural Schools, Beaver County; Beaver Falls Schools; present position, 1918——.

Hester Burr Dirickson

Music

EDUCATION: Irving College, Classical and Musical Course; Bucknell University; Pupil of Sig. Rubina Ravi in Harmony, Theory and Voice Culture; Vannuccini School of Music, Florence, Italy; Pupil of Luigi Vannuccini and Collitolli in Opera and Repertoire; King's School of Oratory, Pittsburgh.

EXPERIENCE: Peddie Institute, Hightstown, N. J.; Elizabeth College, Charlotte, N. C.; Supervisor of Public School Music, Lycoming and Columbia Counties, Pa.; present position, 1918——.

Katherine Ruth Donaldson

Arts

EDUCATION: Rayen High School, Youngstown, Ohio; State Normal School, California, Pa.; Special Student in Ohio University, University of Pittsburgh; Margaret Morrison Carnegie School, Berkshire School of Art.

EXPERIENCE: Public Schools of Pittsburgh; present position, 1918——.

Ruth Taylor

Health Education

EDUCATION: Slippery Rock High School; Slippery Rock State Normal School; University of Pennsylvania.

EXPERIENCE: Rural Schools, Butler County; Playground Work and Physical Training, Ellwood City and New Castle; present position, 1918——.

Clair B. Wilson, B.S.

Education

EDUCATION: Lock Haven State Normal School, 1910; B.S., Grove City College, 1918; Columbia University.

EXPERIENCE: Rural Schools, Clearfield County; Principal High School, Luthersburg, Pa.; Principal High School, Winburne, Pa.; four years Assistant County Superintendent, Clearfield County; present position, 1919——.

Rose Donaldson Stewart, B.L.

English

EDUCATION: West Sunbury Academy; B.L., Normal University, Lebanon, Ohio; Carnegie Library School, Pittsburgh; Chautauqua; State College; Cornell Univ.

EXPERIENCE: Public Schools; Principal, Training Department, Mission Colleges, Norfolk, Va., and Knoxville, Tenn.; Assistant Principal, West Sunbury Academy, West Sunbury, Pa.; English, Slippery Rock State Normal School; present position, 1919——.

Sue Edna Andrews, B.Pd.

Commercial Department

EDUCATION: Millersville State Normal School; Zanerian Pen College; Pratt Institute; Lancaster Business College; Goldey College, Wilmington, Del.; Frank Broaker's Course, Expert Accounting; Palmer's Penmanship, Cedar Rapids; two years' special work, Expert Accounting; Pedagogy, West Chester.

EXPERIENCE: Rural Schools, Lancaster County; Penmanship and Drawing, Duquesne, Pa.; Penmanship, Drawing and Bookkeeping, Ambler, Pa.; Penmanship and Commercial Work, Spring City, Pa.; Goldey College, Wilmington, Del.; Palmer Business College, Philadelphia; Commercial Department, Darby, Pa.; Commercial Department, Clearfield, Pa.; present position, 1919——.

Lydia Mellinger

Kindergarten

EDUCATION: Reynoldsville High School; Graduate National Kindergarten College, Chicago.

EXPERIENCE: Four years Public School Kindergarten, Miles City, Mont.; one year College School Kindergarten, Kennelworth, Ill.; four years Private Kindergarten, Brookville, Pa.; present position, 1919——.

Della C. Wilson

Geography and Nature Study

EDUCATION: Beaver Falls High School, Beaver Falls, Pa. Special Courses, Geneva College, University of Pittsburgh and Paris (France).

EXPERIENCE: Elementary Schools, Continuation School, and Junior High School, Beaver Falls, Pa.

Margaret C. McMahon

(Teachers' Courses)

C. E. Wilson, A.M.
(Teachers' Courses)

Robert R. Young
(Teachers' Courses)

OTHER EMPLOYEES

James Pinks ..... *Registrar*
Iland Walter ..... *Assistant Registrar*
Emma Eberlin ..... *Secretary to the Principal*
Helen Connare ..... *Matron*
Howard W. Curll ..... *Superintendent of Buildings and Grounds*
John A. Fagley ..... *Engineer*

FACULTY COMMITTEES

1920-1921

Classification ..... Principal Green, Mr. Wilkinson
Student Programs:
- Normal, Second Year ..... Mr. Welch
- Normal, First Year ..... Mr. Wilkinson
- Secondary School ..... Miss Nair, Miss Parks
- Commercial Department ..... Miss Andrews
- Music Department ..... Mrs. Dirickson

Lecture Course ..... Mr. Welch
Athletics ..... Mr. Wilson
Literary Societies, Normal ..... Miss Carpenter, Miss Stewart, Miss Parks
Christian Associations ..... Mr. Wilson, Miss Parks
Social Activities ..... Miss McIntire
Alumni ..... Mr. Wilkinson
Music ..... Mrs. Dirickson
Appointments ..... Principal Green, Mr. Wilson

CALENDAR FOR 1920-1921

NORMAL SCHOOL

First Semester

Monday, September 6.....Registration
Tuesday, September 7.....Formal Opening
Tuesday, September 7.....Classes Organize
Saturday, September 11.....Reception
Tuesday, November 23.....Class Play
Wednesday, November 24, to
Monday, November 28.....Thanksgiving Vacation
Friday, December 24, to
Monday, January 3.....Christmas Vacation
Friday, February 4.....Semester Ends

Second Semester

Monday, February 7.....Registration
Tuesday, February 8.....Formal Opening
Tuesday, February 8.....Classes Organize
Saturday, February 12.....Reception
Monday, February 21.....Class Party
Saturday, March 26, to Monday, April 4.....Easter Vacation
Tuesday, April 12.....Founders' Day
Saturday, June 25.....Literary Contest
Sunday, June 26.....Baccalaureate Sermon
Tuesday, June 28.....Alumni Day
Wednesday, June 29.....Class Exercises
Thursday, June 30.....Commencement

Navarre Hall

SECONDARY SCHOOL

Monday, September 6.....Registration
Tuesday, September 7.....Classes Organize
Wednesday, November 24, to
Monday, November 28.....Thanksgiving Vacation
Friday, December 24, to
Monday, January 3.....Christmas Vacation
Saturday, March 26, to
Monday, April 3.....Easter Vacation
Monday, June 27.....Graduation Exercises

TRAINING SCHOOL

Wednesday, September 8.....Classes Organize
Wednesday, November 24, to
Wednesday, November 30.....Thanksgiving Vacation
Friday, December 24, to
Tuesday, January 4.....Christmas Vacation
Friday, March 25, to Tuesday, April 4.....Easter Vacation
Friday, June 24.....School Year Ends

SPECIAL SESSIONS FOR TEACHERS

Spring Term.....April 18 to June 25—10 weeks
Summer Term.....July 5 to August 16—6 weeks

HISTORICAL SKETCH

By an act of the Pennsylvania State Legislature, passed in the year 1886, the counties of Clarion, Forest, Jefferson, McKean, and Warren were separated from the Eighth Normal School District and were constituted as the Thirteenth District. The neccessary steps were at once taken to organize a Normal School. Contributions and pledges of money, amounting to forty thousand dollars, were obtained for the purpose of securing a suitable site and erecting the necessary buildings. This amount was supplemented by a legislative appropriation of twenty-five thousand dollars. The grounds and buildings which had belonged to Carrier Seminary were purchased from the Erie Conference of the Methodist Episcopal Church. Additional land adjoining the original purchase was obtained from the Arnold estate, and in the fall of 1886, work was begun on the erection of two commodious dormitories. These buildings were completed before the middle of February. A committee representing the State officially approved the prvoisions thus made for carrying on the work of a Normal School, and the institution was formally opened on the twelfth day of April, 1887. The school continued under the joint control of the State and the stockholders until February 9, 1916, when the State purchased all the outstanding stock and formally took over the property in the name of the Commonwealth.

The enrollment during the first term was 140. The enrollment for the year 1887-1888, the first full year of the existence of the school, was 364. The first graduating class numbered ten young men and two young women. Twenty-three and one-fourth acres of ground containing seven commodious buildings now constitute the Normal School plant. The graduates number 1,810.

LOCATION

The State Normal School of the Thirteenth District is located at Clarion, the county seat of Clarion County, Pennsylvania. The town is situated on an eminence about 1500 feet above the sea level overlooking the Clarion River. The natural scenery of the vicinity is picturesque and the healthfulness of the situation is unexcelled. The Borough, which has a population of about 3500, is supplied with an abundance of natural gas, and pure spring water; the streets are paved, and lighted by electricity. The churches are excellent and the people intelligent and refined. In fact, Clarion is an ideal place for an institution of learning.

RAILROAD FACILITIES

The school may be reached by means of the Baltimore & Ohio Railroad, Pittsburgh & Western Division, which has a station at Clarion Junction, from which a line of autos runs to Clarion and the Normal School. The Lake Erie, Franklin & Clarion Railroad connects Clarion with Summerville, a station on the Low Grade Division of the Pennsylvania Railroad. By means of this road Clarion may be reached from the Allegheny Valley Railroad via Redbank Junction and Summerville, and from the Philadelphia & Erie Railroad via Driftwood from Summerville. The Franklin & Clearfield branch of the New York Central lines connects with the Lake Erie, Franklin & Clarion at Sutton Junction. By means of this connection Clarion may be reached from Titusville, Oil City, Franklin and other points to the west and north, and from Clearfield, DuBois, Falls Creek, Brookville and other points to the east. The Clarion station is located within a half square of the girls' dormitory, across the street from the Normal Laundry and Power House.

FACULTY

Equipment, buildings, and apparatus count for much in an institution of learning, but the most potent influence is personality. The strongest influence in a normal school is its faculty. It is the policy of this school to devote more time, attention and money to the upbuilding and maintenance of a capable faculty than to any

other of the factors which enter into the composition of a normal school. The demands made upon its faculty are large and the standards set for them are high. To be a teacher requires special qualifications and preparation.

1. *Character* above everything else in the equipment of a Normal School instructor stands first. All other attributes combined cannot take its place.

2. *Ability to teach.* Ability to teach means inspiration to the members of a class. What and how the instructor does is vastly more influential than any other form of instruction that may be given.

3. *Culture and refinement of manner,* purity of speech, and neatness of dress give tone to the entire personality.

4. *Scholarship,* liberal in its comprehensiveness and special where it deals with the training of teachers, are demands which can be fairly made of the modern instructor.

5. *The spirit of co-operation* and the ability to work harmoniously with one's colleagues is an attribute without which an instructor will be greatly hampered.

APPOINTMENT COMMITTEE

The wisdom of establishing the Appointment Committee has been amply justified by successful experience. The work of this committee has two distinct purposes in view, namely:

1. To assist worthy alumni and students of the Normal School to find suitable positions.

2. To aid school officials who desire trained young men and women as teachers.

All alumni and others who have been students here have a claim upon this institution. The Normal School is maintained by the state to prepare teachers for the public schools, and it is its duty to bring inquiring school officials into communication with desirable teachers.

Upon enrolling, candidates furnish all necessary personal data together with a list of references, including members of the faculty,

Science Hall and Training School

former teachers and other business and professional people from whom the committee receives confidential information. The recommendations based upon all available information are always conservative, thus affording a double advantage to both students and school authorities.

All those who wish the co-operation of the school in this matter are urged to enroll. Blanks for this purpose will be furnished upon application. This committee is maintained by the school without charge to the candidate or school officers. All schools desiring teachers are urged to communicate with the committee.

GROUNDS AND BUILDINGS

The grounds comprise twenty-three and one-fourth acres, within the limits of the Borough of Clarion. They have been laid out with care and kept in excellent condition. The buildings all front upon a handsome lawn ornamented with shade trees and evergreens. All the buildings are heated by steam, lighted by electricity, and are supplied with the other conveniences of modern living.

Seminary Hall is a three-story brick building originally occupied by Carrier Seminary, from which it derives its name. Here are found the offices, library, four large class rooms and, on the third floor, a dormitory for young ladies.

Music Hall, a two-story brick building, provides a studio for the Director of Music, instruction and practice rooms on the first floor, and living rooms for the Principal's family on the second floor.

Science Hall, a three-story brick building, provides for class rooms, Training School, and Domestic Science on the first floor; Manual Training in the basement; Science, Art and Ancient Languages on the second; and a dormitory for young women on the third floor.

The Chapel is a beautiful stone building with a gymnasium in the basement, and on the main floor an auditorium with a normal seating capacity of eight hundred.

Stevens Hall is a three-story building with apartments for teachers and provisions for lodging two hundred young men. There

are bath rooms with plunge and shower baths on each floor, and sanitary closets in the basement. The rooms are conveniently arranged, well lighted and comfortably furnished. Its first floor provides accommodations for the Commercial Department and Domestic Art.

Navarre Hall, the new dormitory for young ladies, is one of the finest and most up-to-date Normal School buildings in the country. It is in the modern Spanish type of architecture and is constructed of stone, brick, concrete and iron, with a tile roof, and is fireproof throughout. On the upper floors are found accommodations for teachers and pupils including parlor and trunk rooms on each floor. Each room is neatly furnished, lighted by electricity, heated by steam, and has a stationary washstand supplied with hot and cold water. Bath rooms with running water are found on each floor. The building also contains apartments for the servants entirely separate from the main dormitory, although under the same roof. An elevator in the rear of this building provides for the easy handling of trunks and heavy baggage. On the first floor are found the parlors, offices, a dining hall with a seating capacity of four hundred fifty, a conservatory, social room, the kitchen, pantry, bakery, etc., and the living apartments for the steward. For beauty of architecture, completeness of equipment, comforts, and real home-like surroundings, Navarre Hall is one of the best dormitories in the state.

The Heat and Power Plant is a two-story brick building. Its boilers are on the first floor and have a capacity of three hundred fifty horse power. On the second floor of this building is located the Normal Steam Laundry.

EQUIPMENT

Laboratories—The Science Department is provided with a large and well-appointed chemical laboratory, a physical laboratory with apparatus of the latest and most approved type, biological laboratory with an adequate supply of compound microscopes and materials for study, and a demonstration and lecture room.

Libraries—These consist of the Text-book Library and the General Reference and Loan Library, both located in Seminary

Hall. The General Reference and Loan Library occupies a large room at the south side of the building on the first floor. The room is well lighted and is supplied with tables for reading and study. It is open from 8:00 A. M. to 12:00 M. and from 1:00 to 4:30 P. M. daily and is in charge of a competent Librarian. Students have access to the reference shelves and may obtain books to be read or studied in their rooms subject to the regulations commonly adopted in well conducted libraries. The reading tables are supplied with daily and weekly papers and the principal magazines and educational journals of the country. Various activities helpful to the students are carried on in connection with the regular work of the Library. A course in library work is given each year to the Senior Class. The course includes classification of books, use of the card catalog, magazine indexes and dictionaries, and talks on children's literature, school libraries, etc. Exhibits are shown from time to time, one of permanent interest being a case of fifty books from the Free Library at Foxburg, Pa., showing the type of books which that library sends into the schools of the county.

For the purpose of reading reference, the General Library has been arranged and catalogued according to the Dewey Decimal System of classification.

The text-book Library is in charge of the Registrar. It contains a supply of all the text-books used in the school, in sufficient number to meet the demands of the students for text-books to be used in preparing for recitations.

Gymnasium—The gymnasium is provided with dressing rooms, lockers, shower baths, Indian clubs, dumb-bells, wands, horizontal bars, traveling rings, etc.

Manual Training—A practical type of manual training is taught, which is especially adapted to the needs of those who expect to teach in the rural schools.

Domestic Science—A complete domestic science equipment is in use. A kitchen with all necessary apparatus accommodates twenty-four students at one time. The Dining Room, tastefully furnished, affords the students ample opportunity for a course of instruction in serving. Another room is provided for sewing, raffia, basketry, weaving, paper folding, etc.

Music Department—The music department is supplied with nine upright pianos, two grand pianos and other necessary instruments, besides charts and other facilities for instruction.

CHARACTER AND PURPOSE OF THE SCHOOL

The Normal School

The specific purpose of the Normal School of the State of Pennsylvania, according to the statutes by which they were constituted state institutions, is the professional training of young men and women as teachers for the common schools of the State. The Normal Schools are, therefore, professional schools. In framing the course of study, however, recognition has been given to the fact that the teacher needs a substantial basis of intellectual training and scholastic attainments. It is self-evident that the teacher must have a thorough knowledge of the subjects which he is expected to teach. A teacher should know more than he is required to teach. He should be able to examine the studies of the school curriculum in the light of more advanced knowledge. He must not only know the relation of what he teaches to the more elementary knowledge which preceded, but he should understand how to arrange the material of instruction so that there may be a proper progression from the lower to the higher. Nor is it sufficient that one who aspires to teach should have acquired a certain amount of knowledge in school. He must be able to continue his acquisitions, to add to his store of knowledge by his own efforts, after he has assumed the responsibilities of his profession. The teacher should, therefore, possess at least the power to acquire and to assimilate knowledge, power to think and to systematize his acquisitions, according to logical relations, and power to give appropriate expression to his thoughts and opinions. To attain such power, intellectual training more extensive and thorough than that which is given in the elementary public school, or in the ordinary high school, is required.

But scholarship alone does not suffice to make a teacher. Professional training is essential. Accordingly the Normal School makes provision for instruction in the principles which underlie all good teaching, and for practical training in the art of teaching.

Changing Classes

Practical training in the art of teaching is provided for in the Training School. The law requires all students who expect to be graduated in the Normal Course to teach ten one hour periods per week for a full semester of twenty weeks.

The Normal School affords opportunity for the fruition of teaching talent where it already exists, and for the development of skill in teaching where native ability in this direction is crude or meagre. In either case success will be the result of personality ripening.

The Normal School is more concerned that its graduates should go out from the school intelligent students of educational questions and problems and able to adapt themselves to varying conditions in life than that they should be loaded with devices, schemes or rules to be employed under given conditions.

The Secondary School

Many students who have not had the advantages of a high school course of four years and those who have attended high schools which do not give adequate preparation for college or the normal school are given an opportunity to complete their preliminary education in the Secondary School of this institution.

All the advantages of the best preparatory schools are offered. The influences of the school are wholesome and tend to give prospective college and normal school students high ideals of school life.

The Secondary School is conducted only for those who do not have similar advantages available in their home communities.

Practical Teacher's Department

While the provision made for instruction in the the various departments is broad and liberal, the main purpose of the School is that of training teachers for the public schools of the state. Special effort is made to illustrate the best methods of instruction in the class rooms and to lead the students to understand the subjects of study from a professional standpoint. Attention is given, not only to logical relations of the material of knowledge comprehended within any subject, but also to the relation of the subject

to all other branches of instruction in the curriculum, and to the proper psychological order of progress in imparting knowledge of the subject to the pupils. Students are frequently required to prepare sample lessons on different parts of the subjects which they are themselves studying, in order that they may form the habit of thinking and learning from the pupil's point of view. By thus learning to study always from the pupil's point of view, the student in training for the profession of teaching gradually acquires a professional spirit and a professional habit of thought. He is prepared for his work as a teacher in a manner and to a degree not possible in a non-professional school.

During the spring and summer, special sessions are conducted for teachers who hold temporary certificates and need additional training for service in the school room.

Department of Commercial Education

The demand for teachers of commercial branches in the high schools of the state offers a very attractive field for prospective teachers. To meet this demand a Department of Commercial Education is maintained. Fifteen units of academic credits are required for admission to this department. The course is two years in length, and the candidates for graduation must show evidence that they reached the standard of excellence in the theoretical and practical phases of the work required by the State Department of Public Instruction for a license to teach the commercial branches in the high schools of the state.

Music Department

The aim of this department is to give thorough instruction in instrumental and vocal music, to fit graduates for teaching, or for entrance into the Junior Class of leading conservatories of music.

All candidates for graduation in the regular music course must have completed two years of theoretical and practical work in music in addition to an amount of academic work equivalent to that required for graduation from a four year high school course.

REPORT OF COMMITTEE ON REVISION OF NORMAL SCHOOL COURSE OF STUDY

ADOPTED MARCH 23, 1920

REQUIREMENTS FOR ADMISSION

1. Graduates of approved secondary schools who can present evidence of having completed fifteen units of high school work will be admitted as regular students to the state normal schools.

2. A unit shall consist of not less than thirty-six weeks of work requiring at least four periods per week of not less than forty minutes per period or its time equivalent. (Subjects not requiring out-of-class preparation or study shall require double time in estimating the units.)

3. Credentials of all students entering the state normal schools shall be received and evaluated by the normal schools and submitted to the State Department of Public Instruction for approval.

4. Adequate knowledge of the subject matter in the elementary subjects will be presupposed on the part of all students admitted to the normal schools.

5. Required units for admission:

English	3 units	
Mathematics	1 unit	
Science	1 unit	
Social Studies	1 unit	—After Sept., 1923, 2 units
Elective	9 units	—After Sept., 1923, 8 units
Total	15 units	

6. The holders of permanent and professional certificates will be given one unit credit toward admission as regular students to the normal schools for each subject of high school grade written on the certificate.

7. Advanced credit will be given for equivalent courses in approved teacher training institutions, but no student may obtain a normal school certificate without a minimum residence of one year.

8. For the present the normal schools shall, when necessary, conduct a secondary department of first class high school grade for those students who do not have similar high school facilities available in their home communities.

CURRICULA OF THE PENNSYLVANIA STATE NORMAL SCHOOLS

Students Must Select One of Four Curricula

The four curricula that are offered to students have been organized upon the principle that teaching in the elementary schools can be classified into sufficiently definite types to require specialization. Each curriculum prepares for a specific type of teaching position.

The two years' work of the normal school is divided into four semesters. The work of the first semester is the same for all students. A large purpose of the work of the first semester is to acquaint students with the requirements for successful teaching in the different grades so that they may be able to decide intelligently in what grade or grades they prefer to teach. The course entitled "Introduction to Teaching," which includes observation and participation in the training school, is especially designed to aid students in a wise selection of a curriculum.

At the end of the first semester students are asked to select one of the four curricula for the purpose of specializing in a specific field of teaching. The work of each curriculum must be completed in its entirety. Students may be granted the privilege of changing from one curriculum to another only on condition that the pre-

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scribed courses of any curriculum so selected must be completed before a certificate of graduation is granted.

The Four Curricula

Group I. Kindergarten-Primary—for teachers of Kindergarten and grades 1, 2 and 3.

Group II. Intermediate grades—for teachers of grades 4, 5 and 6.

Group III. Grammar Grades and Junior High School—for teachers of grades 7, 8 and 9.

Group IV. Rural—for teachers of rural schools.

GROUP I
(Kindergarten and Grades 1, 2, 3)

		Per.	S.H.
1st Semester	Introduction to Teaching	4	3
	English Fundamentals	3	3
	English Composition	2	2
	Nature Study	3	2
	Art	4	2
	Handwriting	2	1
	Personal & School Hygiene	2	2
	Health Education	3	1½
	Elective	3	3
		26	19½
2nd Semester	Psy. and Child Study	3	3
	Kindergarten Theory	2	2
	Oral Expression	2	2
	English Composition	2	2
	The Teaching of Number	2	2
	The Teaching of Geog.	1	1
	The Teaching of Hist.	1	1
	Industrial Arts	4	2
	Health Habits	1	1
	Health Education	3	1½
	Elective	3	3
		24	20½
3rd Semester	Student Teaching	10	10
	School Efficiency	3	3
	The Teaching of Primary Reading	3	3
	Health Education	3	1½
	Elective	3	3
		22	20½
4th Semester	Hist. and Prin. of Ed.	4	4
	Children's Literature and Story Telling	3	2
	Citizenship	2	2
	Industrial Arts	4	2
	Music	4	2
	Health Education	3	1½
	Elective	6	6
		26	19½
	Total	98	80

GROUP II
(Grades 4, 5, 6)

		Per.	S.H.
1st Semester	Introduction to Teaching	4	3
	English Fundamentals	3	3
	English Composition	2	2
	Nature Study	3	2
	Art	4	2
	Handwriting	2	1
	Personal & School Hygiene	2	2
	Health Education	3	1½
	Elective	3	3
		26	19½
2nd Semester	Psy. and Child Study	3	3
	Oral Expression	2	2
	English Composition	2	2
	The Teaching of Arith.	3	3
	The Teaching of Geog.	3	3
	The Teaching of Hist.	3	3
	Health Education	3	1½
	Elective	3	3
		22	20½
3rd Semester	Student Teaching	10	10
	School Efficiency	3	3
	The Teaching of Oral and Written Comp.	2	2
	Sewing	2	1
	Health Education	3	1½
	Elective	3	3
		23	20½
4th Semester	Hist. and Prin. of Ed.	4	4
	Juvenile Literature and Silent Reading	3	2
	Citizenship	2	2
	Music	4	2
	Prevocational Education	3	3
	Health Education	3	1½
	Elective	6	6
		25	20½
	Total	96	81

GROUP III
(Grades 7, 8, 9)

		Per.	S.H.
1st Semester	Introduction to Teaching	4	3
	English Fundamentals	3	3
	English Composition	2	2
	Nature Study	3	2
	Art	4	2
	Handwriting	2	1
	Personal & School Hygiene	2	2
	Health Education	3	1½
	Elective	3	3
		26	19½
2nd Semester	Psy. and Adolescence	3	3
	Oral Expression	2	2
	English Composition	2	2
	The Teaching of Math.	3	3
	The Teaching of Geog.	3	3
	The Teaching of Hist.	3	3
	Health Education	3	1½
	Elective	3	3
		22	20½
3rd Semester	Student Teaching	10	10
	School Efficiency	3	3
	Health Education	3	1½
	Elective	6	6
		22	20½
4th Semester	Hist. and Prin. of Ed.	4	4
	Juvenile Literature and Silent Reading	3	2
	Citizenship	2	2
	Music	4	2
	Health Education	3	1½
	Elective	9	9
		25	20½
	Total	95	81

GROUP IV
(Rural)

		Per.	S.H.
1st Semester	Introduction to Teaching	4	3
	English Fundamentals	3	3
	English Composition	2	2
	Nature Study	3	2
	Art	4	2
	Handwriting	2	1
	Personal & School Hygiene	2	2
	Health Education	3	1½
	Elective	3	3
		26	19½
2nd Semester	Psy. and Child Study	3	3
	Oral Expression	2	2
	English Composition	2	2
	The Teaching of Arith.	3	3
	The Teaching of Geog.	3	3
	The Teaching of Hist.	3	3
	Health Education	3	1½
	Elective	3	3
		22	20½
3rd Semester	Student Teaching	10	10
	Primary Methods	3	3
	The Teaching of Oral and Silent Reading	3	3
	Health Education	3	1½
	Elective	3	3
		22	20½
4th Semester	Hist. and Prin. of Ed.	4	4
	Rural School Problems	3	3
	Agriculture	3	3
	Citizenship	2	2
	Rural Sociology	2	2
	Music	4	2
	Health Education	3	1½
	Elective	3	3
		24	20½
	Total	91	81

First column—Number of sixty minute periods per week. Second column—Number of semester hours of credit.

ELECTIVES

All electives are taught from the professional point of view and are of college grade of work.

All electives are to be chosen with special reference to the group in which the teacher is preparing to teach and with the approval of the principal of the school.

Each normal school is required to offer at least one elective in each of the six groups of electives. Additional electives of similar grade may be offered at the discretion of the principal of the school.

		SEMESTER HOURS CREDIT
Education	Educational Measurements	3
	Educational Psychology	3
	Kindergarten—Primary Methods	3
	School Administration	3
	Psychology of Adolescence	3
	Physiological Psychology	3
English and Foreign Language	English Literature	3
	Latin	6
	Modern Language	6
Mathematics	Solid Geometry	3
	Plane and Spherical Trigonometry	3
	Plane Trigonometry and Surveying	3
	Intermediate Algebra	3
	Advanced Algebra	3
Science	Agriculture	3
	Biology	6
	Botany	3
	Zoology	3
	Chemistry	6
	Geography	3
	Geology	3
	Physics	6
	The Teaching of General Science	3
Social Studies	Economics	3
	History	3
	Sociology	3
Arts	Cookery	2
	Art	2
	Music	2
	Mechanical Drawing	2
	Sewing	2
	Woodwork	2

BRIEF DESCRIPTION OF THE COURSES OF STUDY

The State Course of Study

The state course of study is used as the basis for the courses in the teaching of the elementary school subjects.

Classification and Numbering of Courses

All courses are classified in seven departments. All courses numbered below 10 are common to all groups. A decimal indicates that two or more courses of the same department occur in the same semester. A single digit or the last of two digits indicates the semester in which the course occurs. The first of two digits indicates the group in which the course occurs.

EDUCATION

Education 1—Introduction to Teaching.

All groups, 1st semester. 4 periods, 3hrs. credit.

The primary purpose of this course is to aid students in selecting a specific curriculum at the end of the first semester, and to imbue them with a strong professional spirit and high standards of professional ethics. It includes considerations of the different types of teaching service, the general aims of the public schools and, more specifically, the work to be accomplished by the primary, intermediate, junior high and rural schools respectively, a brief sketch of the characteristics of children in these different types of schools and the qualifications required of teachers to meet the needs of children at the different age levels in these different types of schools. The broad social aims of each type of school and its relation to the state are emphasized.

The instruction in this course is closely correlated with frequent visits of observation and participation in the training school.

Education 2—Psychology and Child Study.

All groups, 2nd semester. 3 periods, 3 hrs. credit.

This is an elementary course in psychology combining the important topics of both general and educational psychology, and forming the basis of the specific courses in educational theory and practice. The chief topics considered are: (a) instinctive tendencies; (b) habit-formation; (c) memory, association (including localization of functions), and economy of learning; (d) the effective life; (e) the thought processes; (f) the extent and causes of individual differences among children, and the use of intelligence tests in determining them; (g) the treatment of exceptional chil-

Dining Room

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dren. About one-third of the course is given to the study of the characteristics of children at the different levels of growth.

One laboratory period each week is given to the observation of children. While this course is practically identical in all curricula, there is a differentiation in the observation of children and in the laboratory experiments, each group emphasizing the characteristics of children at the age level of its particular curriculum.

Education 12—Kindergarten Theory.

Group I, 2nd semester. 2 periods, 2hrs. credit.

This course deals primarily with kindergarten aims, purposes, technique, and equipment. Special attention is given to modern tendencies in kindergarten practice, and particularly to the relation of the kindergarten to the primary grades. Observation and participation in the training school is a prominent feature of the course.

Education 13—School Efficiency.

Group I, 3rd semester. 3 periods, 3 hrs. credit.

This course correlates closely with the student teaching deriving a large part of its meaning from the teaching experience of the student. The instruction is shaped by the aim and purposes of the kindergarten and grades one, two and three, and includes such topics as: class-room routine, the organization of the daily study and recitation program; hygienic standards for and care of class-rooms; the making and keeping of records; and is followed by the analysis and study of such class-room technique as: the significance of the play spirit in the primary grades; the management of primary grades; the use of seat work; the value of dramatic expression; types of class-room exercises applicable in the primary grades; and the project and problem method as applicable to children of this age; and the practical application of educational tests and scales.

Education 23—School Efficiency.

Group II, 3rd semester. 3 periods, 3 hrs. credit.

This course correlates closely with the student teaching, deriving a large part of its meaning from the teaching experience of the student. The instruction is colored and shaped by the purposes and nature of the work in the intermediate grades and includes class-room routine, the daily study and recitation program, hygienic standards for and care of class-rooms, the making and keeping of records, and is followed by the analysis and study of such class-room technique as: methods of lesson assignment; types of class-room exercises; efficient methods of study; types of questioning; the value and uses of intelligence and educational tests; and the project and problem method as applicable to the fourth, fifth and sixth grades. The problem of discipline in these grades receives attention.

EDUCATION 33—School Efficiency.

Group III, 3rd semester. 3 periods, 3 hrs. credit.

This course deals with the principles of instruction common to the teaching of all subjects in the seventh, eighth and ninth grades and is closely correlated with student teaching. Consideration will be given to such topics as types of lessons, the recitation, the assignment, the question, the project and problem method, the socialized recitation, lesson plans, supervised and independent study, the use of educational tests and scales, problems in discipline, economy in class-room management. A considerable part of the time of this course is devoted to a discussion of educational guidance problems. The course analyzes the processes and problems of the important types of human occupations, the aptitudes and training required for each, the financial rewards, the hazards, the opportunities and avenues for advancement in each field. As far as possible typical occupations are studied at first hand including occupations of agriculture, manufacture, transportation, exchange, public service, professional service, domestic and personal service, and clerical occupations. The pertinent printed matter in books, pamphlets and magazines is examined and organized.

EDUCATION 43—Primary Methods.

Group IV, 3rd semester. 3 periods, 3 hrs. credit.

This is a composite course including the best modern primary methods in number, geography, history, and handwork. It is devoted to a consideration of environmental materials in geography and the development of correct geographical concepts; to the aims and purposes of history in the primary grades and the materials available for these grades, with emphasis on the selection of materials for patriotic and other special days; to the best methods of inculcating in children simple health habits; and to the best available means of seat work through paper cutting, weaving, clay modeling, etc.

EDUCATION 4—History and Principles of Education.

All groups, 4th semester. 4 periods, 4 hrs. credit.

This is an integrating course and aims to bring together and interpret the details of educational theory and practice represented by the preliminary courses, and to leave with the student a unified body of educational doctrine. The course begins with a brief review of the origin and development of present day practices and tendencies in public school education, the large emphasis being placed on these movements that have originated, or at least have come into prominence, since the time of Rousseau. The discussion of such topics as: the aims and purposes of education; the development of various conceptions of educational values; and the history and present status of such educational movements as: vocational education; the treatment of backward children; scientific measurements; the junior high school; the doctrine of interest; formal discipline; the transfer of learning; project and problem teaching; and the socialized recitation.

EDUCATION 44—Rural School Problems.

Group IV, 4th semester. 3 periods, 3 hrs. credit.

The aim of this course is similar to that of the course in School Efficiency in Groups I, II and III, and includes in addition the defects of the one-room rural school treated constructively, not destructively; the advantages of consolidation; the organization of the rural school ;the daily study and recitation program reducing the number of classes by combining grades, alternating grades, correlation, etc.; vitalizing the course of study; club work; community center work; heating and ventilation; play and recreation; and beautifying the school grounds. The discipline of the rural school is discussed.

EDUCATION 3—Student Teaching.

All groups, 3rd semester. 10 periods, 10 hrs. credit.

The Training School. The training school is the pivotal point of all the work of the normal school. It functions as a laboratory for every department of the school and articulates with peculiar intimacy with the Department of Education.

Observation and Participation. Although student teaching is confined to the senior year, junior students are given frequent opportunities for participation in the work of the training school and observation of expert teaching in the training school is a feature of all the courses in education and of many other courses throughout the curricula. One critic teacher is assigned to each two class rooms, and demonstration lessons are taught from time to time in exemplification of the various phases of good educational practice.

Distribution of Time. A minimum of two consecutive sixty-minute periods per day for one semester is given to student teaching. Where two student teachers are assigned to the same class in the training school the assignments are so adjusted that each student teacher has a definite problem. The distribution of teaching time is designed to give progressively to the student an increasing class responsibility.

Lesson Plans. Plan forms are used, upon which all lessons taught by student teachers are planned. Critic teachers hold daily conferences with the student teachers under their charge and approve all lesson plans of student teachers before the lessons are taught.

Student Teachers. Every student teacher confines his teaching to the grades of the group which he has elected. Student teachers electing group I and group II have practice experience in all the subjects of the curriculum and, if possible, in all the grades of the group. Student teachers electing group III confine their practice teaching largely to the subjects in which the student has elected to specialize and, if possible, have practice teaching in all the grades of the group. Student teachers electing group IV confine their practice teaching largely to the rural one-room ungraded school and

have opportunity for contact with the community problems. All assignments for student teachers contemplate the completion of a unit problem.

Training Classes. Training classes aim to have not less than twenty nor more than thirty pupils; that is, enough pupils to set up a normal social situation and yet not so many as to unduly tax the limited skill of the teacher.

The Pupils. The pupils in the training school by reason of the careful planning of each lesson and the close supervision of expert teachers, as well as through the use of abundant and elaborate equipment of the normal school, are most favorably situated to secure the best possible education.

ENGLISH AND FOREIGN LANGUAGE

ENGLISH

English 1—English Fundamentals.

All groups, 1st semester. 3 periods, 3 hrs. credit.

The purpose of this course is to acquaint the student with the source of material in English and the forms of correct expression.

A definite standard of written and spoken English must be acquired and maintained by all students. Further work in English without extra credit will be required of all who fail to reach and maintain this standard.

A few periods of instruction are given in the method of classifying and cataloguing books and in the use of reference books, readers' guides, etc.

About a third of the time of the course is devoted to a thorough review in the basic principles of English grammar and special attention is paid to the structure of sentences and the syntax of their various parts. The course includes a brief history of the language and the principles underlying its development.

About a sixth of the time of the course is devoted to a study of words including pronunciation, diacritical marking based on a generally recognized system of phonetics and attention is paid to basic principles in etymology.

English 1.1, 2.1—English Composition.

All groups, 1st and 2nd semesters.

2 periods, 2 hrs. credit each semester.

This course includes a thorough study of the forms of English prose; composition together with much practice in writing. The four types of English prose; narration, description, exposition, and argumentation are carefully studied and analyzed with reference to form, content and technique. Special attention is given to the essay and the short story as media of prose expression and students are required to write frequent themes illustrative of the various prose forms discussed. These are made the subject of class criticism and discussion. The teacher in charge of the class meets the students from time to time for personal consultation.

Principal's Office

English 2—Oral Expression.

All groups, 2nd semester. 2 periods, 2 hrs. credit.

This course is designed primarily to insure (1) a good teaching voice and (2) effective address with facility and ease in oral expression.

English 13—The Teaching of Primary Reading.

Group I, 3rd semester. 3 periods, 3 hrs. credit.

The primary aim of this course is to enable the student to acquire skill in the teaching of reading to beginners, including the development of skill in the use of phonics. The course includes a comparison of the principal methods of teaching reading and the historical development of various methods of teaching reading are traced. Consideration is given to the psychological processes involved in reading. The student acquires familiarity with the means of measuring efficiency in reading. This course is accompanied with observations of primary reading classes as well as the actual teaching of reading.

English 23—The Teaching of Oral and Written Composition.

Group II, 3rd semester. 2 periods, 2hrs. credit.

The aim of this course is to ascertain how to secure free self expression from the pupil in oral and written composition. Special stress is placed upon oral composition as speech functions more largely than written composition in life. The prospective teacher is made to realize the necessity of assisting the pupil to form clear percepts and images as a basis for clear expression. The acquisition of a vocabulary by the pupil and his manner of applying it in the expression of his thought is carefully studied. Easy and natural transition from oral to written composition is the end sought in the teaching of composition. The use of standard measurements and tests in oral and written composition is taught in connection with this course.

English 43—The Teaching of Oral and Silent Reading.

Group IV, 3rd semester. 3 periods, 3 hrs. credit.

The aim of this course is to enable the student to acquire skill in the teaching of reading to beginners and the handling of the technique of silent reading with older pupils. Attention is given to the development of skill in the use of phonics. Consideration is given to the psychological processes involved in reading. The student acquires familiarity with the means of measuring efficiency in oral and silent reading. The course includes a comparison of the principal methods of teaching reading and is accompanied with observations of oral and silent reading classes as well as the actual teaching of such classes.

English 14—Children's Literature and Story Telling.

Group I, 4th semester. 3 periods, 2 hrs. credit.

This course involves the collection and study of literature in verse and

prose suited to children of this age. The selections are studied for the purpose of finding the elements contained therein that are likely to appeal strongly to children. The study of folk tales and fairy stories is included in this course.

The course in story telling covers the principles involved in telling stories to children. It involves also the application of the principles of child psychology and voice training to the telling of stories.

English 24—Juvenile Literature and Silent Reading.

Group II, 4th semester. 3 periods, 2 hrs. credit.

This course in planned to give a foundation for teaching literature and silent reading to pupils of the intermediate grades.

It aims to give an adequate knowledge of those literary types that are most suitable for children of this age.

Magazines and current literature are studied and selections made from these sources as well as from standard authors.

A study is made of the difficulties that children meet in their effort to comprehend thought from the printed page. Students are made familiar with the scientific measurements of silent reading.

English 34—Juvenile Literature and Silent Reading.

Group III, 4th semester. 3 periods, 2 hrs. credit.

This course aims to make an intensive study of the literature suitable for pupils of the grammar grades and junior high school.

Emphasis is placed upon the ethical situation developed in the reading of pupils of this age. The course also aims to give students control over the technique of teaching silent reading. Students become familiar with the standard measurements of silent reading.

MATHEMATICS

Mathematics 12—The Teaching of Number.

Group I, 2nd semester. 2 periods, 2 credits.

This course covers intensively the work in arithmetic of the first three grades. Parallel with this, is a careful consideration of the approved methods of developing number concepts, of providing measurements and other forms of application, of correlating the number work with the work of other subjects, of conducting drill on number "facts," etc. The methods are illustrated by the observation of actual work with children, by demonstration lessons, and by the study and use of simple apparatus and materials, visual aids, etc. A sketch of the historical development of methods of teaching primary artithmetic is a feature of the course.

Mathematics 22—The Teaching of Arithmetic.

Group II, 2nd semester. 3 periods, 3 hrs. credit.

This course aims to develop a systematic presentation of the facts and

principles of arithmetic with special emphasis upon the topics that are most significant in the work of the intermediate grades. The treatment illustrates at every step the most effective methods of teaching arithmetic. Attention is given to the results of the recent experiments in the psychological processes involved in the teaching of arithmetic and to the measurement of efficiency in this subject by the standard tests and scales. Observation of the teaching of arithmetic in the intermediate grades is an essential part of the course.

MATHEMATICS 32—The Teaching of Mathematics.

Group III, 2nd semester. 3 periods, 3 hrs .credit.

This course includes important topics in the teaching of arithmetic in the seventh and eighth grades and in the junior high school. Emphasis is placed upon the commercial and industrial applications of arithmetic, with much practice in the making and solution of problems. Attention is given to the teaching of a course in composite mathematics in the junior high school. The use of standard measurements is given consideration. Observation of the teaching of mathematics in these grades is a requirement of the course.

MATHEMATICS 42—The Teaching of Arithmetic.

Group IV, 2nd semester. 3 periods, 3 hrs. credit.

This course aims to present a systematic study of the topics in arithmetic that are found in the course of study of the rural school. A special effort is made to have students understand how to use the resources of the country in supplying opportunities for the application of arithmetic. Attention is given to the psychology of arithmetic and to the standard measurements in this subject. Observation is an essential part of the course.

SCIENCE

SCIENCE 1—Nature Study.

All groups, 1st semester. 3 periods, 2 hrs. credit.

The word nature study is used in a broad sense to cover all phases of elementary science adapted to all groups. This course aims to give the student a definite body of knowledge of common forms of environmental materials and to supply the principles that will guide him in selecting and using environmental materials wherever he may be located. The course includes as wide a range of observation as possible of materials which the prospective teacher may be called upon to use in his work. Field trips are supplemented by laboratory study. For teachers of the upper grades a differentiation is made in favor of materials that supply the basis for further scientific study especially in the field of biology.

SCIENCE 12—The Teaching of Geography.

Group I, 2nd semester. 1 period, 1 hr. credit.

The emphasis in this course is upon the use of environmental materials for the purpose of developing in the minds of the children correct geographical concepts as to direction, location and geographical forms. Students have practice in choosing materials for study, as well as demonstrations of the materials and methods employed by others. An attempt is made to furnish instruction that will enable the student later to adapt his knowledge to the environment in which he is teaching. A part of the time is devoted to laboratory and field work.

SCIENCE 22, 32, 42. The Teaching of Geography.

Groups II, III and IV, 2nd semester. 3 periods, 3 credits.

This is a general course in geography given from the standpoint of man's reaction to his environment and aims to co-ordinate fundamental principles of geography. The course is developed from the viewpoint of causal relations rather than the mere enumeration of facts and principles. As far as time permits some study is made of regional geography as a type of further application. Students get training in the organization and the presentation of geographic data through the use of the project and problem method; in the preparation and the use of maps, graphs, diagrams, and other illustrative material; and in the problems and methods involved in teaching field geography. Students are made familiar with the use of standard educational measurements in geography. The observation of classes in the teaching of geography is a necessary part of the course. Such differentiation in the application of the above principles and methods is made for the different groups as the course of study in geography requires.

SCIENCE 44—Agriculture.

Group IV, 4th semester. 3 periods, 3 credits.

A large purpose of this course is to give to the teachers of rural schools an insight into and a sympathy with the basic industry of the rural population and to appreciate the larger aspects of this industry as related to our national welfare. The rural teacher is instructed how to relate a knowledge of agriculture to the experiences of rural children with a view to motivating the teaching of the common branches. Opportunity is offered for participation in agricultural projects so that teachers can initiate and supervise projects with their pupils. Through this course teachers come in touch with the leaders of agricultural improvement and learn of the available sources of information on agricultural subjects.

SOCIAL STUDIES

SOCIAL STUDIES 12—The Teaching of History.

Group I, 2nd semester. 1 period, 1 hr. credit.

This course begins with the consideration of the aims and purposes of

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history in the primary grades.The course is devoted mainly to a study and practice in oral presentation and dramatization; and a consideration of the organization of material for special days, festivals, and patriotic exercises. Particular advantage is taken of the results of the work of Dewey in expressing historical movements through industrial arts.

This course gives attention to work in civics with a view to having students teach children the fundamental civic virtues and afford a basis of social experience for the interpretation of new social situations as they arise. Emphasis is given to the teaching of significant civic virtues through stories, poems, songs, dramatization and various pupil activities.

Social Studies 22—The Teaching of History.

Group II, 2nd semester. 3 periods, 3 hrs. credit.

This course includes a study of such history as will equip students to teach the history of the intermediate grades as recommended by the state course of study. Observation of teaching in these grades is a feature of the course.

Attention is given to teaching civics in the intermediate grades. The course for the fourth and fifth grades centers around the idea of community co-operation emphasizing those who furnish us food, clothing, shelter, medical aid, light, transportation, protection, etc. The work for the sixth grade centers around the idea of industrial co-operation with emphasis upon vocational opportunities, study of community service through occupation, and the qualifications required for each occupation.

Social Studies 32—The Teaching of History.

Group III, 2nd semester. 3 periods, 3 hrs. credit.

A course primarily for those specializing in social studies. An intensive course in the teaching of American history with emphasis on the European background. The difference between secondary and primary source material is shown and the student gets acquainted with available source materials as well as acquires a knowledge of the principal text and reference books. The value and danger of historical parallels is shown as well as the importance of relating the study of history to current events. Students are taught to test historical data and to interpret historical facts.

The teaching of community civics follows Bulletin No. 23, 1915, of the United States Bureau of Education. The larger responsibilities of citizenship and of patriotism as revealed by the World War are presented and the student gets acquainted with the many books in these fields available for children as well as the proper reference material for the teacher.

Social Studies 42—The Teaching of History.

Group IV, 2nd semester. 3 periods, 3 hrs. credit.

This is a composite course in the teaching of history and civics using as a basis the report of the Committee of Eight of the American Historical Association and bulletin No. 23, 1915, of the United States Bureau of

Education entitled "The Teaching of Community Civics." Special emphasis is laid upon the opportunities for citizenship in rural communities and upon the ultimate dependence which all civilization has upon the products of the soil. This course aims to develop resourcefulness in the student in the use of available text and reference books.

Social Studies 4—Citizenship.

All groups, 4th semester. 2 periods, 2 hrs. credit.

This course aims to clearly define the meaning of democracy and to discuss the fundamental problems in a democratic social system; to point out the community relationships as expressed in family, church, school, industry and state to the development of democracy; to emphasize the responsibilities of the individual citizen in his vocation, in his political activities, in his use of leisure, and in the many aspects of social intercourse to the life of democracy ;and to all the phases of democracy to make clear the responsibilities of teachers and of public education.

Social Studies 44—Rural Sociology.

Group IV, 4th semester. 2 periods, 2 hrs. credit.

The primary aim of this course is the inculcation in the minds of the students of a love for and just appreciation of the importance of a healthy country life, and includes consideration of such topics as: defects of present day country life, treated constructively; the lack of rural pride and rural co-operation; land tenantry; migration from the country to the city and its causes; co-operative buying and selling; the need for scientific agriculture; the country home; the country church; good roads; and the country school as an agent in intellectualizing, socializing and spiritualizing country life.

ARTS

Arts 1—Art.

All groups, 1st semester. 4 periods, 2 hrs. credit.

The aim of this course is to enable students to teach the public school course of study in drawing including the representation of common objects, the elementary principles of design, lettering, composition, and color harmony in their application to dress, home, school, and community interests: to give students facility and confidence in their ability to draw and illustrate on the blackboard a wide range of school subjects; to develop appreciation of art and ability to teach pupils the appreciation of art including the study of pictures. Such differentiation is made in this course for the different groups as the course of study requires including the teaching of the elements of mechanical drawing for the upper grades.

Arts 1.1—Handwriting.

All groups, 1st semester. 2 periods, 1 hr. credit.

At the beginning of this course the handwriting of students is measured by one of the handwriting scales and if they fall below the standard set

for teachers they are put in special classes for practice. The time of this course is devoted largely to methods of teaching writing, and to developing skill in blackboard writing. Students are instructed in the results of the recent investigations in the psychology of writing. Through measuring their own handwriting and the handwriting of children, students become acquainted with the use of handwriting scales.

ARTS 12—Industrial Arts.

Group I, 2nd semester. 4 periods, 2 hrs. credit.

This course aims to instruct students in the use of various materials that will enable them to work out simple problems as they arise out of the daily necessities of food, clothing and shelter. Students learn to appreciate the problems that are within the interests of children and how such problems may be graded according to the child's control of technique. The course includes clay modeling, paper and cardboard construction and simple problems in wood and textiles. Students observe demonstrations of this work in the training school and participate in such work.

ARTS 23—Sewing.

Group II, 3rd semester. 2 periods, 1 hr. credit.

The aim of this course is to enable students to teach simple stitches to pupils of the fourth, fifth and sixth grades and to handle projects in the making of various articles for personal and household use.

ARTS 14—Industrial Arts.

Group I, 4th semester. 4 periods, 2 hrs. credit.

This course gives continued attention to the use of handwork as an illustrative factor in the teaching of nature study, geography, history, literature, arithmetic, and the industrial activities of life. Emphasis is given to technique and the organization of such forms of handwork as may be used successfully in the regular class room. The course includes work in paper and cardboard, bookmaking, basketry, textiles, pottery, and wood. Students observe demonstration of this work in the training school and participate in such work.

ARTS 4—Music.

All groups, 4th semester. 4 periods, 2 hrs. credit.

This course presupposes a knowledge of the elements of music. The purpose of this course is to fit students to teach music in the public schools. The salient features of this course are: a treatment of the child voice, a study of the tonal and rhythmic problems of each grade, ear training, melody writing, sight reading, and part singing, a study of the song material adapted to each grade, the use of the phonograph to develop musical appreciation, and the development of musical programs. Students are taught how to apply the standard musical tests to discover musical talent. Observation and practice teaching are a requirement of the course.

ARTS 24—Prevocational Education.

Group II, 4th semester. 3 periods, 3 hrs. credit.

The aim of this course is to enable students to develop for the pupils of the fourth, fifth and sixth grades an elementary knowledge of the industries concerned with the fundamental needs of clothing, food and shelter. The construction of a house is the objective of the course. It includes the making of paper furniture, the stenciling of patterns and the weaving of fabrics on small hand looms, simple carpentry work necessary for the erection of a one-story house and its partition into rooms, problems of distribution of size and space, convenience of access, and discussion of the question of lighting, heating, and ventilation, and the industries of carpentry, plastering, plumbing, brick laying, stone masonry, etc. Students are taught to motivate the handwork of this course through their ability to discuss industrial processes, through excursions with their pupils to industrial plants or observation of workmen engaged in industry, together with the description and examination of materials.

HEALTH EDUCATION

HEALTH 1.1—Personal and School Hygiene.

All groups, 1st semester. 2 periods, 2 hrs. credit.

Personal Hygiene—The aim of this course is to secure in the students settled habits in the care of the body which will lead to stronger, healthier and more efficient lives. The course aims to have students understand the hygiene of posture, nutrition, clothing, exercise, fatigue, rest and sleep; the causes of ill health and disease together with their control and prevention. Only those facts of physiology and anatomy which have special significance for hygiene are considered. The instructor will hold personal conferences with students as a part of the course.

School Hygiene—The aim of this course is to equip the student with the knowledge of school and child hygiene necessary for a teacher. The following topics are included: normal growth and its standards; the ill effects of malnutrition, bad air, lack of exercise, excessive exercise, lack of proper rest, defective vision, defective hearing, adenoids, diseased tonsils; remedies for various defects and the best methods of treating them from the school standpoint; hygiene of program making; school sanitation including school furniture, ventilation, heating, lighting, water supply, toilets, etc.; regulations of state and local boards of health; the problem of nutrition as applied to school children with laboratory exercises in food values and food preparation. Observation of good hygienic school conditions and of good hygiene teaching is an important feature of this course.

HEALTH 12—Health Habits.

Group I, 2nd semester. 1 period, 1 hr. credit.

This course deals with the best methods of inculcating in the child

Class Play, 1920—The Cast

proper habits of health, and includes methods of teaching cleanliness, value of bathing, care of the teeth, proper diet, tooth brush drills, proper clothing, protection of the eyes, importance of fresh air and sunlight, protection against contagious diseases, causes of fatigue, and the value of rest and recreation.

HEALTH 1.2—Health Education.
All groups, 1st and 2nd semesters.
3 periods, 1½ hrs. credit each semester.

Two hours each semester—Physical Education—floor work; apparatus; marching; rhythmic work, including clubs, wands, and folk dancing; games; athletics, including track and field events, tennis, hockey, hiking, skating, etc. Corrective work, including proper exercises for students unable to take regular gymnasium work.

One hour each semester—a graded course in health education including physical exercises and games arranged to meet the needs of children at various stages of development through the grades. Discussion of the different theories of play, and the management and equipment of playgrounds. First aid in emergencies is included.

HEALTH 3, 4.—Health Education.
All groups, 3rd and 4th semesters.
3 periods, 1½ hrs. credit each semester.

Two hours each semester—Physical Education—floor work; apparatus; marching; rhythmic work, including clubs, wands, and folk dancing; games; athletics, including track and field events, tennis, hockey, hiking, skating, etc. Corrective work, including proper exercises for students unable to take regular gymnasium work.

One hour each semester—the graded course in health education for children continued. Demonstration lessons and student teaching. Athletic activities for use on playground. Physical examination of school children.

Social Hygiene—a part of the time of this course is devoted to a discussion of problems of heredity, environment, sex hygiene and eugenics.

EXAMINATION AND DIPLOMAS

SEMESTER EXAMINATIONS

Examinations are held by the Faculty at the close of each semester, for the purpose of determining to what extent students are succeeding in their work and of guiding the teachers in fitting their instruction to the needs of the pupils. Students whose record for the semester falls below 75 per cent in two or more subjects are required to take more time than the schedule indicates for the completion of the course of study. Students who show a marked deficiency in any subject are required to take the subject a second time and are conditioned until the deficiency has been made up

FINAL EXAMINATION

Examinations for graduation are conducted by the Faculty of the School and by the State Board of Examiners. This Board of Examiners consists of the State Superintendent of Public Instruction, or his representative, the Principal of the Clarion State Normal School, the Principal of another Normal School in Pennsylvania nominated by the State Superintendent of Public Instruction, and one or more County or City Superintendents appointed by the State Superintendent. No person who fails to pass the examination conducted by the Faculty, and to obtain their endorsement, will be approved by the State Board.

CERTIFICATES AND DIPLOMAS

Any person who completes the Normal School Course and is approved by the State Board of Examiners, will receive a certificate entitling him to teach in any of the common schools of the State for a period of two years.

A graduate in the Normal Course who has continued his studies for two years and has practiced his profession for two full annual terms in the common schools of the State, will receive, upon presenting to the State Department of Public Instruction a certificate of good moral character and skill in the Art of Teaching, authorized by the Board or Boards of Directors by whom he was employed and countersigned by the proper Superintendent or Superintendents of the Schools, a diploma, which will entitle the holder to teach in any of the public schools of the State without further examination. Applications for the diploma should be filed with the Principal of the School at as early a date as possible.

All diplomas and certificates are authorized and furnished by the State, and they exempt those who hold them from any further examinations by Superintendents, or other officials, acting under the provisions of our common school laws.

TRAINING SCHOOL FOR TEACHERS OF COMMERCIAL BRANCHES

ENTRANCE REQUIREMENTS

A general education equivalent to that represented by a four year high school curriculum.

Candidates for graduation must offer at the completion of their course an attainment the equivalent of a standard four year high school course, and in addition thereto, they must have attained the proficiency in the theoretical and practical phases of the subjects of the commercial course demanded by the State Department of Public Instruction for a license to teach such subjects in the public schools of the state.

COURSE OF STUDY

First Year

Branch	*Weeks*	*Periods Per Week*
Bookkeeping	40	6
Stenography	40	3
Typewriting	40	3
Penmanship	14	3
Spelling	14	2
Civics	14	3
Economics	40	3
Business Arithmetic	28	3
Psychology	40	3

A Library View

Second Year

Bookkeeping	40	6
Shorthand-Dictation	40	3
Typewriting	40	3
Practice Teaching—		
Typewriting	14	3
Stenography	14	3
Bookkeeping	14	3
Methods—General and Special	40	3
Commercial Geography	14	3
Business English	40	3
Commercial Law	14	3

TEACHERS' CERTIFICATES

Graduates will be granted temporary certificates to teach by the State Department of Public Instruction without further examination.

GENERAL INFORMATION

RELIGIOUS ADVANTAGES

Chapel Exercises, which are strictly undenominational in character, are conducted daily, and all students are expected to be present at these exercises, unless for some reason expressly excused by the Principal. Students are expected to make choice of one of the churches in the town for regular attendance and to be present at the services in the church so selected at least once each Sunday.

The Young Women's Christian Association and the *Young Men's Christian Association* hold weekly prayer meetings on Wednesday evening, and a joint meeting of the Associations is held on Sunday evening. These Associations are composed almost entirely of students. They elect their own officers, and plan and conduct their own meetings. Students may freely attend the meetings, and all are invited to take some part in the exercises. The Associations have also organized Bible study groups with suitable leaders.

In the Sunday Schools, connected with the various evangelical churches in Clarion, classes have been formed especially for Normal School students. As far as possible these classes are conducted by members of the Faculty, who assume the responsibility of teaching in the Sunday Schools as a personal religious duty.

SOCIAL ADVANTAGES

Informal Social Life—In many important respects the Clarion State Normal School forms a community by itself. The Faculty and students associate freely with one another, and there exists in this school none of that formalism which some teachers mistake for dignity. The students thus enjoy the benefits of frequent inter-

course with maturer minds outside the class rooms, and they incidentally receive many suggestions for the improvement of their habits, or the refinement of their manners, without having occasion to suspect any disposition on the part of the Faculty to dictate in matters purely personal. Students are frequently invited by members of the Faculty to their homes, and they are made to feel that the teachers have an interest in their welfare beyond government of the school or the conduct of recitations.

The Christian Associations hold a joint reception for new students each semester, and, as the officers of these Associations are generally elected from among the members of the higher classes, the spirit of friendly helpfulness has crystalized into a sort of tradition and is continued from year to year. Each class is permitted and encouraged to entertain the other classes in some simple manner as often as once a term, when the students who provide the entertainment are given full responsibility, within the limits of propriety, for planning their own form of reception. Each year in June the Principal gives a reception in his home to the members of the graduating class. The students are thus afforded unusual opportunity for social culture of the type which is best adapted to make them leaders in the communities where they may afterwards be engaged as teachers.

Literary Societies—The students conduct their own literary societies, elect their own officers, arrange the programs for the weekly meetings, make their own criticisms and review of the exercises, and assume all responsibility for the success of the societies. Under certain conditions, however, the papers read in the society meetings may be presented for credit in the department of instruction. Special arrangements have been made by which credit may be allowed in the department of English for original essays which may be prepared to be read before the literary societies.

Lectures and Entertainments—For the benefit of the students and the citizens of Clarion, the School provides each year a series of four or more lectures or instructive evening entertainments. Payment of Enrollment Fee entitles a student to admission to the course. Special efforts are made to furnish entertainments of a high order of merit which may contribute to the permanent advan-

tage of the students. Recitals are given by the special students in the music and expression departments. The school frequently has the privilege of entertaining as visitors, persons who have gained distinction in some line of public or professional activity, and who willingly accept an invitation to address the students in the chapel.

ATHLETICS

Athletic Sports are given their due share of attention. The reason for the existence of most outdoor games is two-fold—the pleasure which people take in them, and the good which they do both morally and physically. Young people need and must have the outdoor life if they are to develop into physically efficient men and women.

Most out-door games not merely strengthen the limbs, give certainty to the movements, make skillful the hand, and sure the eye, but also give a great command to the will over the body. It is for these reasons students are encouraged to take part in this phase of the school's activities.

The Tennis Courts and Athletic grounds which are near the school are kept in first-class condition.

The athletics of the school are supervised by members of the Faculty and are liberally provided for by the Board of Trustees.

ROOM AND BOARD

In the Dormitories the school provides mattresses and bedding in addition to the furniture of the room, but students are expected to furnish their own sheets, pillow cases, towels, table napkins, and toilet articles.

Upon engaging a room each student makes a deposit of $1.50 as a guarantee against all unnecessary injury to the room or the furniture. This deposit is returned at the end of the term if no damage, other than that produced by ordinary use, has been done to the room or furniture.

Students in actual attendance at the close of any semester are given the preference in choice of rooms for the succeeding semester. Rooms will not be reserved beyond the first week of the semester

Foot-ball Team, 1919

unless by special arrangement. Students may be required to change their rooms at any time if the authorities of the school decide that such a change is necessary.

Board in Navarre Hall is provided for students at a very low price. The large dining room on the first floor is conveniently arranged and is kept in most excellent condition. The kitchen and bakery are provided with all the latest improvements for convenience and perfection in cooking. Good, substantial food well cooked and properly seasoned, is provided in practically unlimited quantities. Competent and experienced persons look after the need of students who may for any cause require special consideration.

GOVERNMENT AND DISCIPLINE

All government should be self-government. We trust to the honor of the students to conduct themselves as ladies and gentlemen. They are made to feel that they have a common interest in the school. Thus, to a large extent, they are a self-governing body. Rules are made and promulgated only where good order and the welfare of all demand them, and penalties are for the most part confined to a restriction of privileges where such privileges have been abused.

The Faculty reserves the right to refuse admission to any student whose character or habits are likely to have a harmful influence upon other students, or who cannot submit willingly to the rules framed for the government of the school; and persons who may be admitted as students and who are found to be unwilling to submit cheerfully to the wholesome restraints necessary for the successful operation and the good reputation of the school, will be unhesitatingly dismissed.

The Normal School is, in a large measure, responsible to the State for the character as well as for the attainments of the students recommended for graduation. Faults of character and errors in conduct which might not be considered of serious import in the case of students in a purely academic institution may nevertheless indicate unfitness for the profession of teaching, and may consequently call for action on the part of the Normal

School Authorities. Accordingly, students are sometimes advised to withdraw from the school although there may be no serious charges against them, if the authorities are convinced that they are not suitable persons to have charge of the training of children in the public school.

SUGGESTIONS TO STUDENTS AND PERSONS EXPECTING TO BECOME STUDENTS

Persons desiring to enter the Clarion State Normal School as students should make application to the Principal at as early a date as possible.

The prompt attendance of students at the beginning of the session facilitates the organization of the school and is essential to the success of the students individually. Students are, however, permitted to enter school at any time. It is advisable for students who can remain only for a few weeks to come here for that time. Some advantages are always derived from even a brief attendance at a good school.

On arriving at Clarion, students should report at once to the Principal at his office in Seminary Hall. They will be assisted in selecting their studies by the Principal, or the Dean of the Faculty. They will then fill out an enrollment card, designating the studies selected, pay their bills, and obtain their books from the Registrar. They will then be assigned to their rooms. Baggage checks may be given to the Superintendent of the Boarding Department, who will see that baggage is brought from the railway station and placed in rooms.

After having been registered, students should enter their classes at once and should strive to attend recitations regularly and punctually from the beginning to the end of the semester.

At the time of enrollment in classes students will secure signatures of instructors on their Enrollment Cards. As soon as these cards have been properly signed, students should file them at the office.

No student may change his program of studies, without permission. If a change appears desirable, students should obtain at

the office, Transfer Cards, which they will take to the Dean of the Faculty. He will advise as to change and will direct as to further action.

It is desirable that students should not plan for frequent visits home. Absence from the school necessarily prevents successful work, not merely because time is lost, but also because attention is distracted from study. For the same reason students should not have any collateral occupation or business interests. As a rule students are not permitted to take private lessons in any subject from persons not connected with the school.

ENROLLMENT, 1919-1920

CLASS OF 1920

NAME	ADDRESS	COUNTY
Arnold, Amanda	Clarion	Clarion
Boner, Martha	Falls Creek	Jefferson
Braden, Nettie	Kingsville	Clarion
Brandon, Nellie	Summerville	Jefferson
Cook, Ethel	Shippensville	Clarion
Daniels, Clair	Clarington	Jefferson
Gill, Earl	Eldred	McKean
Hardesty, Lida	Brookville	Jefferson
Iddings, Elizabeth	Kersey	Elk
Irvin, Gladys	Sligo	Clarion
Jones, Florence	Summerville	Jefferson
Kelly, Eleanor Jane	Bruin	Butler
Kline, Hazel	Knox	Clarion
Kline, Myrtle	Knox	Clarion
Konkle, Martha	Callensburg	Clarion
Leech, Freda	Clarion	Clarion
Logue, Grace	St. Petersburg	Clarion
Mohney, Josephine	Clarion	Clarion
McClain, Mildred	Miola	Clarion
McElhaney, Ellen R.	Clarion	Clarion
McElhattan, Georgia	Shippensville	Clarion
Oswald, Mrs. Mellie	Kittanning	Armstrong
Phelps, Velma E.	Barnesboro	Cambria
Rhea, Laura	Parkers Landing	Armstrong
Rossman, Glenn	Knox	Clarion
Shadel, Ellen	Clarion	Clarion
Shadel, Grace	Clarion	Clarion
Smalley, Mary F.	Clarion	Clarion
Walters, Margaret	Clarion	Clarion
Whitaker, Elizabeth	Curwensville	Clearfield
Whitehill, Cornelia	Knox	Clarion
Whitmer, Florence	Clarion	Clarion
Wilson, Ruth	Clarion	Clarion
Wingard, Reese	Richardsville	Jefferson

Student Council

CLASS OF 1921

Bash, Genevieve E.
Bash, Margaret E.
Baughman, Audrey
Baughman, Ona
Beatty, Earl
Boggs, C. Cyril
Burnham, Lois
Callihan, Mabel
Cassert, Anna
Clark, Annie
Clark, Beryl
Clyde, Edythe
Cole, Belle
Corbett, Isabelle
Corbett, Margaret
Delancy, Elmer
Dickey, Cora
Ditchburn, Elizabeth
Ditchburn, Meriam
Edmiston, Leon
Exley, Ruby
George, Mary
Hanby, Labrida
Haney, Elsie
Heeter, Evelyn
Hess, Mary Helen
Hindman, Geraldine
Imhof, Geraldine
Kearney, Romaine
Keeler, Jean
Kemmerer, Bertha
Lane, Janet
Lindquist, Juanita
Manley, Bessie
Milliron, Viola
Neiger, Carrie
Orr, Eleanor
Potter, Florence
Rhines, Jessie
Robinson, Wiley
Russell, Lillian
Shaffer, Roland
Siar, Blanche
Silzle, Alma
Smith, Marie
Sowers, Ruth
Stewart, Catherine
Stewart, Freda
Wayland, Amy
Wells, Hazel
Yarger, Josephine

COMMERCIAL DEPARTMENT

Adams, Marie
Adams, Mary
Bash, Genevieve
Benkert, John
Brown, H. Ressler
Burnham, Lois
Carson, Scott
Cassert, Anna
Caulk, Helen
Cooper, Clarence
Cummings, Mary
Cunningham, Mary
Delancy, Elmer
Dinger, Sara
Doverspike, Brent
Doverspike, Walter
Eberlin, Nancy
Frazier, Willard
Gallagher, Mae
Gouldsberry, Irene
Green, Maude E.
Haines, Clarence
Hall, Burton
Haney, Elsie
Harriger, Clifford
Harriger, Ellis
Harvey, Alfred
Haugh, Anna
Hepler, Russell
Herman, Anna

Hess, Henrietta
Hess, John
Himes, Alfa
Hindman, Hilda
Hreachmack, Alex
Johnson, Ida Mae
Johnson, Myrle
Jones, Bessie
Jones, Ursula
Kahle, Leila
Kahnell, Linus J.
Kearney, Romaine
Kenemuth, Kermit
Kern, James
Kribbs, Aileen
Lehman, Mary
Leiderbach, Hazel
Levis, Esther
Lewis, Evelyn
Lewis, Walter
Love, Mabel
Magan, Retta
Marshall, Denton
Martin, Wm. Paul
Mateer, Mertie
Maxwell, Garrie
McCullough, James
McDonald, Nadia
McKinley, Shirley
Mellinger, Lydia
Milliron, Viola
Minich, Webster
Mosser, Helen
Ogden, Sara
Orr, John
Oswald, Mellie
Potter, Florence
Powell, Elizabeth
Ransbottom, Aileen
Reed, Sadie
Rupert, Evelyn
Sayers, Erma
Schill, Lorena
Rossey, Rebecca
Schill, Martha
Sell, Minnie
Shindledecker, Sara
Shingledecker, Florence
Shook, Ray
Shopene, William
Showers, James
Showers, Margaret
Siar, Blanche
Smith, Nelle Maree
Sweeney, James D
Sweeney, Mary
Taylor, Effie
Thompson, Ralph
Wayland, Amy
Wells, Hazel
Whisner, Wayne
Wright, Minnie
Zagst, Vincent

MUSIC DEPARTMENT

(Piano and Voice)

Ballentine, Kathryn
Barr, Dorothy
Bash, Genevieve
Bash, Margaret
Basim, Thelma
Benkert, John
Brandon, Nellie
Brooks, Mary
Buehrle, John
Burt, Martha
Caldwell, Lydia
Clark, Beryl
Campbell, Minnie
Coates, Alvida
Crooks, Martha
Cross, Herbert
Cummings, Geraldine
Dickey, Cora

Dinger, Sara
Dole, Alice
Doverspike, Walter
Earnest, Gertrude
Fetzer, Helen
Fowler, Mildred
Giles, Goldie
Green, Dorothy
Grinder, Emma A.
Harvey, Ralph
Hepler, Russell
Hreachmack, Alexander
Imhof, Geraldine
Kahle, Aliene
Kearney, Romaine
Keck, Gwendolyn
Keck, Rachel
Keck, Roscoe
Kenemuth, Kermit
Kenemuth, Mae
Kline, Hazel
Kline, Mabel
Kline, Myrtle
Kribbs, Alliene
Lawrence, Imogene
Logue, Grace
Love, Walter
Manley, Bessie
Martin, William
Masters, Crystel
Milliron, Viola
Mills, Gertrude
Minich, Bernice
Moore, Jessie
Morrison, George
Mosser, Helen
McHenry, Goldie
McMahon, Margaret
Ogden, Sarah
Phillips, Kathryn
Reinsel, Louise
Siar, Blanche
Smalley, Mary
Smalley, Sarah
Smith, Marie
Sowers, Ruth
Stover, Bess
Stover, Lottie
Whitehill, Cornelia
Wilson, Esther
Wilson, Henrietta
Wilson, Ruth
Wingard, Reese
Wolfe, Helen
Wolfe, Meade

ROLL OF STUDENTS, 1919-1920

NAME	ADDRESS	COUNTY
Aaron, Dorothy	Kingsville	Clarion
Aaron, Edward L.	Clarion	Clarion
Adams, Marie	Pittsburgh	Allegheny
Adams, Mary	Mayport	Clarion
Alt, Floyd S.	Knox	Clarion
Amsler, Alice	St. Petersburg	Clarion
Anderson, Minnie	Beaver Falls	Beaver
Arnold, Amanda	Clarion	Clarion
Ashbaugh, Fay	St. Petersburg	Clarion
Ashbaugh, Mary	St. Petersburg	Clarion
Atwell, Martha	Brockwayville	Jefferson
Ballentine, Kathryn	Clarion	Clarion
Barr, Dorothy Jean	Summerville	Jefferson
Bartlett, Naomi R.	Clarion	Clarion
Bash, Genevieve	Foxburg	Clarion
Bash, Margaret	Foxburg	Clarion
Bashline, McClellan	Lawsonham, R. D. 1	Clarion
Basim, Thelma	Clarion	Clarion
Bauer, Susan	Lucinda	Clarion
Baughman, Audrey	Summerville	Jefferson
Baughman, Ona	Clearfield	Clearfield
Beatty, Earl	Brookville, R. D. 6	Jefferson
Beatty, Phoebe	Hawthorn	Clarion
Bell, Edward	Clarion	Clarion
Bell, Lillian	Shippensville	Clarion
Benkert, John	Mayport	Clarion
Betz, Viola	Venus	Venango
Blum, Olive P.	Truemans	Forest
Boggs, C. Cyril	Brockwayville	Jefferson
Boner, Martha	Falls Creek	Jefferson
Bowser, Mabel	West Monterey	Clarion
Boyer, Nelle	Pansy	Jefferson
Braden, Nettie	Summerville, R. D. 2	Clarion
Brandon, Nellie	Summerville	Jefferson

NAME	ADDRESS	COUNTY
Brooks, Alice	Wilkinsburg	Allegheny
Brooks, Mary	Clarion	Clarion
Brooks, Russell	Newmansville	Forest
Brosius, Marie	Pansy	Jefferson
Brown, H. Ressler	Reynoldsville, R. D. 4	Jefferson
Brown, Vance D.	Reynoldsville, R. D. 4	Jefferson
Buehrle, John	Huefner	Clarion
Burnham, Lois	Strattonville	Clarion
Burt, Martha	Smethport	McKean
Caldwell, Lydia	Brookville, R. D. 5	Jefferson
Caldwell, Walter	Clarion	Clarion
Callahan, Margaret	Leeper	Clarion
Callahan, Mary	Leeper	Clarion
Callihan, Mabelle	Helen Furnace	Clarion
Campbell, Clair	Baxter	Clarion
Campbell, Minnie	New Bethlehem	Clarion
Carrier, Euphrastus	Summerville	Jefferson
Carroll, Clara	Bradford	McKean
Carson, Alma	Pleasantville	Venango
Carson, Scott	Clarion	Clarion
Cassert, Anna	Brockwayville	Jefferson
Catlin, Ernestine	Kellettville	Forest
Caulk, Helen	Clarion	Clarion
Chitester, Eleanor	Brookville	Jefferson
Church, Helen	East Hickory	Forest
Clark, Annie	Shippensville	Clarion
Clark, Beryl	Falls Creek	Jefferson
Clark, Helen	Hazen	Jefferson
Clyde, Edythe	Penfield	Clearfield
Coates, Alvida	Fern	Clarion
Cochran, Pearle	Markton	Jefferson
Cole, Belle	Union City	Erie
Coleman, Helen	Sligo	Clarion
Conver, Myrna	Emlenton	Clarion
Cook, Ethel	Shippensville	Clarion
Cooper, Clarence	Clarion	Clarion
Corbett, Isabelle	Warren	Warren
Corbett, Margaret	New Bethlehem	Clarion
Craig, Stella M.	Sligo	Clarion
Crooks, Martha	Clarion	Clarion
Cross, Herbert E.	Oil City	Venango
Cunningham, Mary	Clarion	Clarion
Cummings, Geraldine	Baxter	Jefferson
Cummings, Mary	Baxter	Jefferson
Custer, Harriet	Leeper	Clarion

NAME	ADDRESS	COUNTY
Daniels, Clair	Clarington	Jefferson
Davis, Nellie	Brockwayville	Jefferson
Delancy, Elmer O.	Karns City	Butler
Delo, Thomas	Venus	Venango
Delp, Millie	New Bethlehem	Clarion
DeWitt, Mary E.	East Brady	Clarion
Dickey, Cora	Baxter	Jefferson
Dinger, Sara	Mayport	Clarion
Ditchburn, Elizabeth	DuBois	Clearfield
Ditchburn, Meriam	DuBois	Clearfield
Dole, Alice	Sligo	Clarion
Doverspike, Brent	Distant	Armstrong
Doverspike, Walter	New Bethlehem	Clarion
Downing, Vera	Tidioute	Warren
Dreihaupt, Leora	Shippensville	Clarion
Dutton, Elizabeth	Callensburg	Clarion
Eaker, Ruth	Sligo	Clarion
Eberlin, Nancy B.	Clarion, R. D. 1	Clarion
Eberlin, Rena M.	Clarion, R. D. 1	Clarion
Eck, Emma	Strobleton	Clarion
Edmiston, Leon D.	Kellettville	Forest
Ekis, Alice O.	Clarington	Forest
Elder, Hazel	Strattonville	Clarion
Elliott, Dorothy	Sligo	Clarion
Elslager, Gladys	Shippensville	Clarion
Englert, Anne E.	East Brady	Clarion
Englert, Matilda	East Brady	Clarion
Ernest, Gertrude	Punxsutawney	Jefferson
Exley, Ruby	Oil City	Venango
Fetzer, Helen	Reidsburg	Clarion
Fisher, Arline	Shippensville	Clarion
Fisher, Grace	Shippensville	Clarion
Fitzgerald, Beatrice	Cooksburg	Forest
Fitzgerald, Ollie	Cooksburg	Forest
Fitzgerald, Ruby	Hottelville	Forest
Flick, Melda	Leeper	Clarion
Fowler, Mildred	Clarion	Clarion
Frampton, June	Sligo	Clarion
Frazier, Willard H.	Hawthorn	Clarion
Frederick, Mildred	Blairs Corners	Clarion
Gallagher, Mae E.	Curwensville	Clearfield
George, Mary	Clarion	Clarion
Giles, Goldie	Oil City	Venango
Gill, Earl A.	Eldred	McKean
Giltinan, Marcus F.	Russell	Warren

NAME	ADDRESS	COUNTY
Good, Denton A.	Dayton	Armstrong
Gouldsbarry, Irene	Beaver Falls	Beaver
Graham, Minnie	Worthville	Jefferson
Green, Maude	Ford City	Armstrong
Grinder, Emma A.	New Bethlehem	Clarion
Gween, Hazel	Sligo	Clarion
Haines, Clarence	Reynoldsville	Jefferson
Haines, Sara	Reynoldsville	Jefferson
Hall, Burton	Summerville	Jefferson
Hall, Gertrude	Tylersburg	Clarion
Hanby, Gladys	Knox	Clarion
Hanby, Labrida	Knox	Clarion
Haney, Elsie	Clearfield	Clearfield
Hardes, Alsina	Port Allegany	McKean
Hardesty, Lida	Brookville	Jefferson
Harriger, Clifford	Clarion	Clarion
Harriger, Ellis	Sligo	Clarion
Harshaw, Gerda	Brockwayville	Jefferson
Hartman, Eugene	Derry	Westmoreland
Harvey, Alfred	Clarion	Clarion
Harvey, Ralph	Dagus Mines	Elk
Haugh, Anna	Clarion	Clarion
Hays, Isabel	Kittanning, R. D. 6	Armstrong
Hays, William	Kittanning, R. D. 6	Armstrong
Heasley, Estella	Clarington	Forest
Heeter, Evelyn	Sligo	Clarion
Henry, Clair	Sligo	Clarion
Henry, Margaret J.	New Bethlehem	Clarion
Hepler, Russell C.	Hawthorn	Clarion
Hepler, Ruth	Corsica	Jefferson
Herman, Anna	New Bethlehem	Clarion
Hess, Henrietta	Fern	Clarion
Hess, John F.	Clarion	Clarion
Hess, Mary Helen	Clearfield	Clearfield
Hetrick, Nettie L.	Mayport	Clarion
Hetrick, Twila	Fairmount City	Clarion
Himes, Alfa	Clarion	Clarion
Hindman, Geraldine	Knox	Clarion
Hindman, Hilda	Reidsburg	Clarion
Hillis, Mary	Rimersburg	Clarion
Hiwiller, Ivy	Distant	Armstrong
Hogue, Eunice	Oil City	Venango
Hooks, Theodore	Mosgrove	Armstrong
Horne, Sherman	Brookville	Jefferson
Howard, Margaret	Sligo	Clarion

NAME	ADDRESS	COUNTY
Howe, Vera	Leeper	Clarion
Hreachmack, Alexander	New Kensington	Westmoreland
Hunter, Elma	Pigeon	Forest
Iddings, Elizabeth	Kersey	Elk
Imhoff, Geraldine	New Bethlehem	Clarion
Imhoff, Herbert	Clarion	Clarion
Irvin, Gladys	Sligo	Clarion
Jeannerat, Reba	Clarion	Clarion
Johnson, Clara	Strattonville	Clarion
Johnson, Ida Mae	Sligo	Clarion
Johnson, Myrle	Clarion	Clarion
Jones, Bessie	Clarion	Clarion
Jones, Florence	Summerville	Jefferson
Jones, Meade	Summerville	Jefferson
Jones, Ursula	Mayport	Clarion
Kahle, Aliene	Shippensville	Clarion
Kahle, Leila	Sigel	Jefferson
Kahle, Mildred	Leeper	Clarion
Kahle, Rena	Sigel	Jefferson
Kahnell, Linus	Miola	Clarion
Kaufman, Claire P.	Clarion	Clarion
Kearney, Romaine	Brockwayville	Jefferson
Keck, Gwendolin	Mayport	Clarion
Keck, Rachel	Clarion	Clarion
Keck, Roscoe	Clarion	Clarion
Keeler, Jean	St. Petersburg	Clarion
Kelly, Eleanor Jane	Bruin	Butler
Kemmerer, Bertha	Hallton	Elk
Kenemuth, Kermit	Van	Clarion
Kenemuth, Mae	Fern	Clarion
Kern, James P.	Oil City	Venango
Ketchpel, Olive	Clearfield	Clearfield
Kindel, Cecelia	Limestone	Clarion
Kline, Hazel	Knox	Clarion
Kline, Mabelle	Clarion	Clarion
Kline, Myrtle	Knox	Clarion
Klingensmith, Lizzie	Sligo	Clarion
Knight, Viola	Venus	Venango
Konkle, Martha	Callensburg	Clarion
Korb, Bessie	Venus	Venango
Kribbs, Alliene	Knox	Clarion
Lane, Janet	S. Oil City	Venango
Lawrence, Emogene	Clarion	Clarion
Leech, Freda	Clarion	Clarion
Lehman, Madalene	Summerville	Jefferson

Amateur Theatricals—The Stage

NAME	ADDRESS	COUNTY
Lehman, Mary	Summerville	Jefferson
Leonard, Sara	Punxsutawney	Jefferson
Levis, Esther	Clarion	Clarion
Lewis, Evelyn	Kittanning	Armstrong
Lewis, Walter	Clarion	Clarion
Liederbach, Hazel	Clarion, R. D. 1	Clarion
Lindquist, Juanita	Fairmount City	Clarion
Lingenfelter, Mayes	Punxsutawney	Jefferson
Logue, Grace	St. Petersburg	Clarion
Logue, Anna	Clarion	Clarion
Lorenz, Gertrude	Reynoldsville	Jefferson
Love, Mabel	Corsica	Jefferson
Love, Mary	Corsica	Jefferson
Love, Walter	Corry	Erie
MacNaughton, Ruth	Sigel	Clarion
Magan, Retta	Rimersburg	Clarion
Manley, Bessie	Reidsburg	Clarion
Marshall, Denton	Mosgrove	Armstrong
Martin, William Paul	Parkers Landing	Armstrong
Master, Crystel	Fern	Clarion
Mateer, Mertie	Kittanning	Armstrong
Mathews, Gertrude	Brookville	Jefferson
Maxwell, Garrie	Miola	Clarion
May, Mary	Knox	Clarion
Milliron, Viola	DuBois	Clearfield
Mills, Gertrude	Clarion	Clarion
Mills, A. Maude	Fairmount City	Clarion
Minich, Bernice	New Bethlehem	Clarion
Minich, Ottie	Mayport	Clarion
Minich, Ruby	Mayport	Clarion
Minich, Webster	New Bethlehem	Clarion
Mohney, Josephine	Clarion	Clarion
Mong, Daisy M.	Shippensville	Clarion
Moore, Jessie E.	Reynoldsville	Jefferson
Morrison, Eva	Brookville	Jefferson
Morrison, George	Brookville	Jefferson
Mosser, Helen	Sligo	Clarion
Motter, Mabel	Shippensville	Clarion
Mowrey, Mildred	Reynoldsville	Jefferson
Murray, Mary	Sligo	Clarion
Murray, Ruth	Sligo	Clarion
McCall, Burton	Parkers Landing	Clarion
McCall, Hazel	Rimersburg	Clarion
McCalmont, Hazel	Clarion	Clarion

NAME	ADDRESS	COUNTY
McClain, Mildred	Miola	Clarion
McClellan, Naomi	Dayton	Armstrong
McCormick, Dorothy	Butler	Butler
McCullough, James S.	Brockwayville	Jefferson
McDonald, Nadia	Clarion	Clarion
McElhaney, Ellen R.	Clarion	Clarion
McElhattan, Georgia	Shippensville	Clarion
McFadden, Blake	Munderf	Jefferson
McGee, Helen E.	McGees Mills	Clearfield
McHenry, Golda	Clarion	Clarion
McKinley, Shirley	Limestone	Clarion
McLaughlin, Lea Belle	Brockwayville	Jefferson
McMahan, Eula	Clarion, R. D. 1	Clarion
McQueen, Hugh	Shippensville	Clarion
Neale, Susie	Corsica	Jefferson
Neely, Ethelda	Emlenton	Venango
Neiger, Carrie	Lanes Mills	Jefferson
Newhouse, Rose	Fisher	Clarion
Norris, Elsie	Curwensville	Clearfield
Norris, Nettie	Reynoldsville	Jefferson
O'Brien, William	Clarion	Clarion
Ogden, Sarah	Clarion	Clarion
Oppelt, Hazel	Sligo	Clarion
Orr, Eleanore	Clarion	Clarion
Orr, John P.	New Bethlehem	Clarion
Oswald, Mrs. Mellie	Kittanning	Armstrong
Over, Hilda	Curllsville	Clarion
Over, Marion	Parkers Landing	Armstrong
Phelps, Velma	Barnesboro	Cambria
Phillips, Kathryn	Leeper	Clarion
Port, Donald	Clarion	Clarion
Porter, Mary	Baxter	Jefferson
Potter, Florence	Nebraska	Forest
Powell, Elizabeth	Clarion	Clarion
Rankin, Bertrelle	Rimersburg	Clarion
Ransbottom, Aileen	Clarion, R. D. 1	Clarion
Ray, Lelah	Shippensville	Clarion
Rearich, Wilda	Echo, R. D 1	Armstrong
Reed, Alva	Clarion	Clarion
Reed, Sadie Belle	Parkersburg, W. Va.	
Reed, Sadie	Miola	Clarion
Reese, Blanche	Sligo	Clarion
Reichart, Eula	Parkers Landing	Armstrong
Reichart, Irene	Parkers Landing	Armstrong
Reid, Dorothea	Clarion	Clarion

NAME	ADDRESS	COUNTY
Reinsel, Louise M.	Clarion	Clarion
Reitz, Sue	Ohl	Jefferson
Reyner, Charles E.	Leeper	Clarion
Reynolds, Margaret M.	Clarion, R. D. 1	Clarion
Reynolds, Maude	Clarion, R. D. 1	Clarion
Rhea, Laura	Parkers Landing	Armstrong
Rhines, Jessie D.	Brookville	Jefferson
Rhodabarger, Mildred	East Brady	Clarion
Rimer, Harrison	Clarion	Clarion
Roddy, Edith	Tylersburg	Clarion
Robinson, Wiley G.	Falls Creek	Jefferson
Robison, Don L.	Clarion	Clarion
Rossey, Rebecca	Baxter	Jefferson
Rossman, Glenn	Knox	Clarion
Rossman, Mildred	Knox	Clarion
Russell, Lillian	Clarion	Clarion
Sandeen, Hazel	Bradford	McKean
Sayers, Erma	Cranberry	Venango
Sayers, Leota	Cranberry	Venango
Schill, Florence	Shippensville	Clarion
Schill, Lorena	Shippensville	Clarion
Schill, Martha	Shippensville	Clarion
Schrot, Pauline	Clearfield	Clearfield
Sell, Minnie	Baxter	Jefferson
Servey, Elsie	Clarion, R. D. 1	Clarion
Shadel, Ellen	Clarion	Clarion
Shadel, Grace	Clarion	Clarion
Shaffer, Mildred	Emporium	Cameron
Shaffer, Roland	Brockwayville	Jefferson
Shearer, Ruby	Curllsville	Clarion
Sherman, May	Strattonville	Clarion
Shingledecker, Florence G.	Summerville	Jefferson
Shindeldecker, Sara	Clarion	Clarion
Shook, Ray H.	New Bethlehem	Clarion
Shopene, William	Sigel	Jefferson
Showers, Bessie	Clarion, Star Route	Clarion
Showers, Marguerite	Clarion, R. D. 1	Clarion
Siar, Blanche	Brookville	Jefferson
Silvara, Marguerite	New Albany	Bradford
Silzle, Alma	Venus	Venango
Silzle, Leon	Venus	Venango
Smalley, Mary F.	Clarion	Clarion
Smalley, Sarah A.	Clarion	Clarion
Smathers, Thomas P.	New Bethlehem	Clarion
Smith, Dora	Clarion, R. D. 1	Clarion

NAME	ADDRESS	COUNTY
Smith, Marie	Reynoldsville	Jefferson
Smith, Nelle Maree	Summerville	Jefferson
Snyder, Gertrude	Corsica	Jefferson
Snyder, Gladys	West Monterey	Clarion
Sowers, Ruth	Summerville	Jefferson
Stanley, Florence	So. Oil City	Venango
Stanley, Ruth	East Brady	Clarion
Stewart, Catherine	Callensburg	Clarion
Stewart, Freda	New Bethlehem	Clarion
Stewart, Fred	Brookville, R. D .1	Jefferson
Stewart, Grace	Callensburg	Clarion
Stewart, Victor	Knoxdale	Jefferson
Stitt, Nellie	Rimersburg	Clarion
Stormer, Donald M.	Oil City	Venango
Stover, Bess	Callensburg	Clarion
Stover, Lottie	Callensburg	Clarion
Swanson, David	Brockwayville	Jefferson
Swartsfager, Mae	New Bethlehem	Clarion
Sweeney, James D.	Clarion	Clarion
Sweeney, Mary C.	Clarion	Clarion
Syphrit, Esther M.	Reynoldsville	Jefferson
Syphrit, Ethel	Brookville	Jefferson
Thompson, Ralph E.	Clarion	Clarion
Taylor, Effie	Showers	Clarion
Tippery, Lucinda	Foxburg	Clarion
Walter, Cathryn	Tylersburg	Clarion
Walter, Evelyn	Leeper	Clarion
Walter, Hazel M.	Fisher	Clarion
Walters, Margaret	Clarion	Clarion
Watson, James	Scotch Hill	Clarion
Wayland, Amy	Brookville	Jefferson
Weeter, Hazel	Sligo	Clarion
Wells, Hazel	Brockwayville	Jefferson
Wenk, Marie	Clarion	Clarion
Wenzel, Lavina	Warren, R. D. 2	Warren
Whisner, Wayne	Clarion	Clarion
Whitaker, Elizabeth	Curwensville	Clearfield
Whitehill, Cornelia	Knox	Clarion
Whitehill, Josephine	Mayport	Clarion
Whitmer, Florence	Clarion	Clarion
Will, Kathleen	New Bethlehem	Clarion
Wilson, Esther	Clarion	Clarion
Wilson, Henrietta	Clarion, R. D. 1	Clarion
Wilson, Irene	Strattonville	Clarion
Wilson, Ruth	Clarion, R. D. 1	Clarion

NAME	ADDRESS	COUNTY
Wingard, Ernest	Munderf	Jefferson
Wingard, Reese	Richardsville	Jefferson
Wolfe, Helen	Kittanning	Armstrong
Wolfe, Meade	Kittanning	Armstrong
Work, Besse	Corsica	Jefferson
Wright, Minnie	Clarion	Clarion
Yarger, Josephine	Clarion, R. D. 1	Clarion
Young, Carmen	Shippensville	Clarion
Zagst, Vincent	Fisher	Clarion
Zerbe, Mary	Lucinda	Clarion

TABLE OF EXPENSES

Regular Normal Course and Secondary School

Dormitory Students	Full Year 40 Weeks	One Semester 20 Weeks
Board, furnished room, heat, light and laundry	$280.00	$140.00
Tuition	80.00	40.00
Semester Fee	20.00	10.00
Total Expenses without State Aid	380.00	190.00
*Total Expenses with State Aid	300.00	150.00
Day Students		
Tuition	80.00	40.00
Semester Fee	20.00	10.00
Total Expenses without State Aid	100.00	50.00
*Total Expense with State Aid	20.00	10.00
Laboratory Fees		
Botany		1.50
Chemistry		4.00
Cookery		1.50
Sewing		1.50
Manual Training		3.00
Physics		4.00
Zoology		1.50
Biology		2.50
Agriculture		1.50

* Free tuition for students seventeen years of age who are preparing to teach. Total expenses given here do not include laboratory fees and a nominal sum for materials used in laboratory exercises.

Special Departments

Music Department (Private Lessons)	Full Year 40 Weeks	One Semester 20 Weeks	Per Week Full Semester	Per Week Less Than a Semester
Tuition, piano— One lesson per week	$30.00	$15.00	$ .75	$ 1.00
Tuition, voice— One lesson per week	30.00	15.00	.75	1.00
Tuition, piano— Two lessons per week	54.00	27.00	1.35	1.75
Tuition, voice— Two lessons per week	54.00	27.00	1.35	1.75
Tuition, orchestra	20.00	10.00	.50	.75
Rent of piano— One period per day	6.00	3.00		
Commercial Department				
*Tuition	80.00	40.00	2.00	2.00
†Rent of typewriter	20.00	10.00	.50	.50
†Fee for shorthand	20.00	10.00	.50	.50

* Free tuition for those preparing to teach.

† Charged only to those who receive free tuition in the commercial department, and to students in other departments taking typewriting and shorthand as extra studies.

All fees are payable by the semester *in advance.* The rate for board, room, and laundry for less than a full semester is $7.50 per week.

No deduction from the semester rate will be made for a period of two weeks or less at the beginning or end of a semester.

Conditions of refund: There will be no refund of fees except for personal illness or equally urgent reason. In such cases the rate shall be 50 per cent of the regular charge. Claims for a refund of payment on account of personal illness will be considered only on the presentation of a physician's affidavit certifying that the student is not physically able to continue in school.

A semester fee of $10.00 is charged all students to defray the expense of nurse's salary, lectures and entertainments, athletic games, recreational features, and general welfare work.

The laboratory fees indicated above are charged for heat, light, and breakage incident to ordinary laboratory work.

At the beginning of the semester each student doing laboratory work shall make a deposit of $5.00 as a protection to the school against individual breakage.

Infirmary service is free for a period of seven days or less. Thereafter the charge will be $1.00 per day. Doctor's fees and medicine are paid for by the student. A fee of ten cents will be charged for each tray sent to a student's room.

An extra charge of one dollar per week will be made to students who desire to room alone.

Each student is permitted to have twelve plain pieces washed each week without extra charge. While great care is taken with all articles sent to the laundry, the school will not be responsible for their loss or damage.

No student will be registered unless the bills of the previous semester are paid. Diplomas and certificates of credit will not be issued to those whose bills are not paid.

Opportunity for Students to Work and Help Defray the Expense of an Education

To assist a limited number of worthy students who desire to work and help defray the expense of an education, we are pleased to announce the following plan:

KINDS OF WORK

Dining-room waiters	Janitor service	Hall work
Campus work	Bell tower	Kitchen work

CONDITIONS

The work required will be clearly specified. Faithful and efficient service will be required at all times.

REMUNERATION

Twenty hours of actual work each week will be sufficient to pay for board and room. The present price of board and room is $7.00 a week. Students will be paid for the actual number of hours they are employed each week.

METHOD

Students will be paid in cash for the service they have rendered, and they in turn will pay their fees. Some students will earn more than enough to pay for board and room. Others may not earn enough. This will depend entirely upon the number of hours a given student works each week.

Each student will fill out a daily time slip and submit it to the proper official for approval.

GENERAL REMARKS

The plan announced above is inaugurated solely for the benefit of worthy young men and women who desire an education, and the management is glad to operate the plan for the sake of those who desire this kind of help.

Further information will be given upon application.